DOCUMENT RESUME

ED 038 119　　　　　　　　　　　　　　　　　　　　JC 700 081

TITLE	Career College: A Report of the First Year (August 1968 - June 1969).
INSTITUTION	Miami-Dade Junior Coll., Fla.
PUB DATE	69
NOTE	122p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$6.20
DESCRIPTORS	Culturally Disadvantaged, Demonstration Projects, *Dropout Programs, *Dropouts, *Junior Colleges, *Pilot Projects, Social Mobility, Vocational Education
IDENTIFIERS	*Florida

ABSTRACT

Career College (originally known as Cooperative Education Program for Dropouts was set up under the auspices of Title I of the Higher Education Act. The grant for the pilot project specified a two-thirds federal contribution and a one-third contribution from the South Campus of Miami-Dade Junior College. Program objectives included identifying 60 young male school dropouts and enrolling them in a program of full-time study alternated with full-time work. Counseling services, developmental activities, cooperative work experiences, and relevant learning experiences were provided to encourage ghetto youths, who left school early, to pursue their interests and improve their academic and vocational skills. This report of Career College's first year of operation describes some of the problems and difficulties encountered by the staff in setting up the program. (BB)

ED038119

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CAREER COLLEGE

A REPORT OF THE FIRST YEAR

(August, 1968 - June, 1969)

MIAMI-DADE JUNIOR COLLEGE
1960

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 18 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Winter, 1969

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JC 700 081

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TABLE OF CONTENTS

PHASE I

Approach....................................1

Results....................................14

Implications....................................31

PHASE II

Approach....................................36

Results....................................47

Implications....................................64

APPENDICES....................................68

PHASE I: THE PILOT EXPERIENCE

THE APPROACH

> Gaffney, South Carolina (A.P.)
> "Four youths appeared in general sessions court in connection with a series of break-ins. Judge Frank Epps, learning that they had quit school, gave them the choice of returning to school or going on the chaingang. Without hesitation, all four chose the chaingang." 1

There appears to be a general concensus among all sectors of our society today which holds that students who drop out of school before attaining high school diplomas are, in fact, dropping into a life with limited opportunities for success. Where our economy once eagerly assimilated those students who weren't academically inclined, great technological changes and the influence of automation have now made this group virtually unemployable.

> As Daniel Schrieber has noted:
> "Paradoxically the dropout problem surfaces at a time when the proportion of youngsters who quit school before graduating is lower than ever. What has happened is that the general national rise in affluence has enabled increasing numbers of people to afford the luxury of extended formal education for their children. At the same time, jobs have become increasingly specialized and technical, requiring greater amounts of formal education. The dropout has suddenly become a problem because, among other reasons, the range and number of jobs requiring little formal education has drastically diminished. And his predicament has become all the more visible, as more and more people accommodate themselves to the nearly complete dominance of formal education as the major path to fulfillment." 2

The charge of Career College (originally known as Cooperative Education Program for Dropouts) was to create a setting wherein early school leavers would be free to pursue their interests and be motivated to improve their academic and vocational skills -- free enough so that the opening quote would not be applicable.

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1. Lucius F. Cervantes. The Dropout: Causes and Cure. (Ann Arbor, Michigan: University of Michigan Press,1969),p.186.
2. Daniel Schreiber (ed.) Profile of the School Dropout(New York: Vintage Books, 1967), p.9.

The first section of this report describes the pilot phase of the Career College program for Black male dropouts which extended from August-December, 1968. The second half covers PHASE II of the Program at which time the experiences gained from the pilot group were expanded and implemented for over 200 students.

Introduction

In recognition of the need to develop a program with the potential of reaching unemployed, out-of-school Negro youth residing in the ghettos of Miami, the Division of Career Programs and Community Services of the South Campus of Miami-Dade Junior College entered into a series of discussions with representatives from the Dade Community. The proposal which emerged from these sessions was submitted for funding and then approved (as of July 1, 1968) under the auspices of Title I of the Higher Education Act.

The terms of the grant specified a 2/3 Federal contribution, 1/3 Miami-Dade contribution to extend from July 1, 1968 through June 30, 1969. Entitled, "Cooperative Education Program for Dropouts" which quickly became known as "Career College," the program objectives were stated as follows in the initial grant proposal:

> "(a) To reach 60 young male dropouts...
>
> (b) To provide the South Campus with a pilot group so that various techniques...can be tested.
>
> (c) To apply cooperative education (alternating terms of full-time study with full-time work) techniques to the young adult who comes from a disadvantaged background and has dropped out of school.
>
> (d) To enroll the 60 identified students in a developmental program which will recognize their present level of achievement and help them move toward fulfilling their potential.
>
> (e) To provide the students with an inter-disciplinary general education program which will have varying requirements according to the individual's needs."

Initial Planning

The staff assembled at the campus was, for the most part, both chronologically and academically young. It was also the most integrated group on campus having 10 white members and 8 Black members (all but three being part-time on the grant staff). That this was not to be a docile staff was evident from the initial meeting when a Black member inquired as to the reasons for having a white director in a project geared toward Blacks.

Initial meetings in late August were devoted to the organization of efforts to tap the thoughts of community leaders. The staff wanted to know where the dropouts were, what they had experienced in school and what it would take to get them and keep them on the campus. Each staff member had his own answer to these questions, and, in retrospect, it appears that each individual's approach to the situation represented a combination of his old experience coupled with his new knowledge of Dade County.

Those community leaders who were contacted were direct in their questioning of the staff. Questions like, "Was this to be another quickie Federal Project?", often fell on the ears of the staff. "Were we committed to Black people?" was the concern of another leader as well as to the Black members of the staff. Apparently convinced of the staff's sincerity, the community representatives who were contacted proved to be valuable assistants in the launching of the project.

What emerged from these initial endeavors was a so-called "Statement of Purpose" which appears as Appendix A. It stands deliberately vague in areas of content and purpose. It represents where the staff was at a particular point in the development of what was to become a working philosophy. The Statement sprang from discussions on what education could be, not what it was; on the strengths of the mislabeled "disadvantaged" not just his weaknesses; on the new world of work and not on dead-end jobs. As such, it helped in the announcing of the project to those who would be most directly affected , the students.

Early in the planning process it became apparent that it would be most beneficial to involve prospective students directly in the developmental phase of the program. Rather than waiting three months until January 1 for the arrival of students, it seemed most logical to begin almost at once with a small sample of the 60 to be chosen. This approach would provide for the testing of ideas the staff was generating in a way in which feedback could be easily monitored. It was reasoned that a more refined program could then be presented to the remainder of the group when they arrived in January. Thus, early in September the recruitment effort was increased to insure the establishment of a pilot group by October 1 and at the same time to begin to assess the extent of the staff's ability to gather prospective enrollees for the January group.

Sensitivity Training for Staff

A unique feature of the grant specified a period of one week for sensitivity training for the staff for the purpose of opening up channels of communication between staff members. It was felt that such an experience, in allowing the staff to work better with one another, would have direct advantages for the incoming students. The first weekend of this experience took place from September 6 - September 8 in Pompano Beach, Florida. At that time, the staff, barely two weeks old seemed puzzled by what was to take place but, at the same time, interested enough for all to appear for the sessions.

Mrs. Gertrude Krause, a Gestalt Therapist and instructor at the University of Miami, was hired to lead the experience. She appeared at several staff meetings prior to the encounter and noticed a group which was mutually cordial, if not overly friendly toward one another, and most importantly a group wrestling over the question of race. Mrs. Krause proceeded to place race at the focal point during the Pompano sessions, and in so doing led people into confrontations with themselves over their own feelings. Several staff members (white) reported later that the experience helped them to identify with the Black man and his problems. Pompano, and what preceded it, was summed up by another staff member who noted;

> "Prior to the weekend sensitivity training meeting I felt the staff was remote, distrustful of each other, racially segregated, and not particularly committed to the task at hand.

> Upon arrival at the meeting place, I felt defenses were up. There were more than the usual number of skeptics in the group, and the general 'anxiety' about what would happen to whom was high. Would we be stripped of our defenses? What would this leave us with? There was a fear of getting close to fellow workers and a seeming increase of the mistrust between Blacks and whites.
>
> As the sensitivity training went on, I saw people gradually drop their defenses, permit some degree of closeness, a resolution of the racial issue, and some beginnings towards basic attitude change. To fight and resolve the Civil War in a day and a half (magnificent leadership) is a small miracle."

Mrs. Krause considered the following to be the major outcomes of the experience:

> "Considerable easing of inter-racial tension for all but one or two of the group.
>
> Members' increased understanding and acceptance of each other...
>
> More open communication between most of the participants."

There were staff members who rejected the Pompano approach as being childish, or a waste of time, or irrelevant and meaningless. Quantification of outcomes of an experience of this sort is obviously out of the question. It appears, however, that the experience did give the staff an opportunity to know one another at a level not generally attained in general office interaction. One staff member noted that, "For 48 hours I felt the goodness of human beings." For him the experience was overpowering.

It was decided that weekly "communication sessions" for the staff, to be supervised (or facilitated) by the Career College psychologist, would provide a mechanism whereby the openness exhibited at Pompano might be continued. These began on a once weekly evening basis and, at first, were well attended. Because of the inconvenience of the hour for several staff members, the hour for the session was switched to 8:30 a.m. Subsequently, attendance dwindled, with several staff members arguing that the on-going sessions were not up to the Pompano affair nor even conducted in a similar fashion. (There were statements made by several staff members indicating their displeasure at the Career College facilitator's indirect, almost nonverbal, approach.) Others found the Career College facilitator helpful, articulate and inciteful in her understandings of the relationships between staff members. During one of these sessions an encounter of extremely high intensity took place between a young Black staff member and a middle-aged white member wherein threats were exchanged and a good deal of ill feeling resulted. To those present, the encounter, though extremely hostile, was a healthy occurrence in that it seemed to represent a real coming to grips with ones identity for both the young "Militant" and the older "moderate". (Several months later these two individuals were to become allies once again and, in fact call on one another for assistance in an area of mutual interest.)

Throughout this period, the facilitator insisted that the staff was split along racial lines, and she reasoned that, as long as this was so, they would be unable to help the pilot group which would soon be arriving on campus. Attendance at the sessions remained small (usually between three and five staff members were present), and ultimately they were discontinued. Approximately one month later the facilitator resigned her position.

Recruitment of Students

With the decision made to enroll a pilot group by September 30 efforts to secure students were stepped up. Initial thinking in this area centered around the idea of concentrating on the Black community which was closest to the campus, in this case Coconut Grove. To assist in the location of these individuals a master-list of all Black dropouts (male and female) for the previous school year was obtained from the Dade County Board of Public Instruction (515 names in all). Because this list only contained the names of ten students from Coconut Grove, it was decided to present the program to all students who were in a reasonable commuting distance to the College. Several staff members felt that this was the most reasonable approach in that it allowed for a "rippling" effect whereby word-of-mouth on Career College could spread in each community. Thereupon, letters announcing an evening Career College meeting to be held in the Liberty City Y.M.C.A. were mailed to Miami Jackson High School dropouts with the thought that separate meetings would be called for other areas. Some students who had dropped out of North Western High School also received letters for the first meeting. (See Appendix B.)

Local soul radio stations were contacted for support in announcing the coming meeting. They, in turn, spread the message through the air waves. (See Appendix C.) The outcome was that 45 individuals appeared for the informal soda and doughnut discussion. The meeting was brief (about one hour), centering on who we were and what the program could offer the prospective students. It appears, in retrospect, that the staff's enthusiasm and delight at the turnout resulted in the making of certain committments to several students which would later lead to unanticipated frustration. Specifically, on-campus part time jobs were promised for our pilot group without the staff's knowledge of either who would pay for them, the extent of available positions, or the job sophistication of our potential enrollees.

Everyone who attended was briefly interviewed by a staff member using a form previously developed by the Career College counselor and was informed that he would be notified as to whether he would participate in the pilot program. (Appendix D contains the original interview form and a revised version.) Selection criteria had not as yet been determined although discussions had occurred over the question of choosing the individual who needed the program the most or the individual who wanted it the most. The discussion proved to be academic in that several students were selected who possessed both qualifications. For the remainder the brief interview proved to be indadequate in the determination of motivation and/or ability.

The huge turnout at Liberty City was not duplicated in either Coconut Grove or Goulds where similar attempts were tried. This was seen to result from our failure to obtain a thorough listing of dropouts residing in these areas.

Ultimately, thirteen participants were selected under the assumption that this would assure us at least eight or ten regular attenders. Most were chosen at random due to our lack of information referred to above. Those who were known to several staff members (who had taught in Miami Jackson or North Western High Schools) and who were thought to possess certain qualifications which made them representative of the total group of dropouts we would later be working with, were given special consideration. The staff wanted the typical, not exceptional, dropout and had reason to believe that this goal was somewhat attained although it appears presumptious to conclude that what was found would apply "across the board" to each student who entered Career College. Nevertheless, this was the thinking which led to the composition of the pilot group.

Research Design

Two goals were established as a rationale for the inclusion of a research component:

(a) To enable the staff to monitor each student's academic progress and make appropriate adjustments where called for, and

(b) To determine at the conclusion of the semester whether the pilot group had advanced more academically and socially than had a control group in the community not participating in any formal schooling program.

To accomplish objective a, a rating scale was developed and later modified as experience with its utilization increased (See Appendix E). Two research interns from the University of Miami assisted in the tabulation of results.

From the outset it became apparent that the instrument as developed did not provide for fine enough distinctions between ratings. That is, it was difficult to determine the significance of the difference between a rating of 4 and a rating of 5. Further, there was a tendency for staff to decide on a rating for the first item and then check off the same rating for each of the other items. The final decision to abandon the utilization of this rating scale occurred when it was determined that more useful data (though more qualitative) could be obtained through discussions of student progress at staff conferences.

The latter objective was approached through the utilization of three commercially produced instruments which were administered to twenty students in September (See Appendix F). Ten of these students took part in Career College and plans called for them to be re-tested and compared with the re-test results of those ten students who did not take part in the program. While placement in the groups could not be done at random, some generalizability appeared to be legitimate in that every student in both groups was Black, between the ages of 16-22, a high school dropout and, at the time of initial testing, interested in becoming involved in Career College. As the program developed, contact with the control group was lost and the planned comparisons could not be made. All efforts to locate and re-test these individuals proved futile.

With the January group mathematics tests were used once again as part of the research design. The original reading test was replaced by a more valid instrument then in use on campus. A third instrument used was a short version of the High School Equivalency examination.

THE RESULTS

Of the 13 participants chosen as the pilot group two did not appear for the opening program (one had a broken leg, the other offered no reason for his absence) which included group discussions, tours of the campus, a hamburger luncheon and a question and answer period. In general, the consensus of staff feeling after the initial three days was that the pilot group was relaxed and felt at home on campus. In fact, the candor of some members of the pilot group came as a surprise to several of the staff members.

The fourth and fifth days of the opening week program were devoted to sensitivity training held off campus. Mrs. Krause and the Career College facilitator co-led the group assisted by several staff members. The objectives of this experience were similar to the objectives outlined for the Pompano training discussed earlier.

At one point dining arrangements for the pilot group while in sensitivity training were so inadequate that they threatened to upset the openness which was beginning to be displayed. Ultimately, to the credit of the co-leaders, the issue was resolved with a minimum of negative feelings. A staff member who attended the sessions summed up her reactions as follows:

> "At first they tried to figure us out, especially Gertrude. One of the students came up with the idea that Gertrude was a head shrinker or some type of psychologist. After we discussed Gertrude's position and ours, we were able to communicate with the group to a greater extent.

> The group liked the smaller sessions and the one-to-one relationships they developed with some of the faculty members, which they felt caused them to express their feelings more openly. They were of the opinion that getting to know one or two of us at a time was one of the greatest outcomes of the experience.
>
> The students were quite helpful in relating to Gertrude their suggestions for a change in her procedure for conducting sessions with the other 50 students. Several of the guys resented being called 'dropouts' and suggested that they be called non-graduates instead. This resentment existed because some of them were put out of school by the administration of the particular school involved rather than simply dropping-out themselves."

(The problems of labeling student dropouts arose again after an article on Career College appeared in the campus newspaper. Appendix G presents the article and the reply of one of the students in the pilot group.)

The Co-leaders felt much had been learned from the off-campus sessions with the pilot group. Their summary and recommendations are as follows:

> "Closer group unity was achieved by six members, one participated minimally, and three remained as outsiders.
>
> The six students who actively contributed to the group showed a marked increase in openness and group support as well as considerable trust in each other and in the staff members who attended.
>
> We consider it advisable that the group continue sensitivity training, meeting once a week for one and one-half hours.
>
> The students' attention span is too short for lengthy encounters."

The educational program for the pilot group began on October 7th with an inter-disciplinary team of four staff members serving as the core presenters. (Included in Team I were two sociologists, a zoologist and an artist.) Their role was to begin a unit on awareness of self and individual interaction with his environment. They were to use the remainder of the staff as consultants or occasional presenters when they deemed it necessary. This schedule was flexible to the extent that it was arranged to extend only until Friday of the first week at which time the pilot group's reaction would be solicited and appropriate adjustments made. Attendance proved to be satisfactory for 80% of the pilot group and Team I was generally pleased with responses they were receiving in class. The classroom itself consisted of living room type furniture which, as the term wore on, proved to be a distraction (drowsiness, etc.) rather than an asset as was originally thought.

After two weeks with this approach, it became apparent that the interdisciplinary team using several staff members as "occasional presenters" could be replaced by a more effective method. This was deemed so for the following reasons:

(a) Staff members were only assigned to Career College for part of the day and most had teaching responsibilities in the department from which they came. Hence, when one instructor was available, another member of his team may not have been.

(b) Intradisciplinary teams functioned at a more efficient level than did the interdisciplinary team.Thus, for reasons of familiarity of content the two sociologists in Team I found that being together in a classroom contributed to the learning of the students but that often the relationship of their material to other disciplines required analysis of complex relationships which may not have been germane to the goals set for the student. It was further felt that when these relationships were of relevance, the team from a single discipline could point them out to a degree sufficient for the student.

(c) It would be almost impossible to replicate the interdisciplinary approach with the larger group expected in January.

(It should be pointed out that the on-going communication sessions for the pilot group continued with an interdisciplinary team consisting of one sociologist and one individual trained in group dynamics.)

Thus a new schedule was jointly developed by students and staff. Included in it were specific hours (from 9:00 a.m. to 12:00 noon) for Social Science, English (both subjects to be taught using the intradisciplinary team approach), and mathematics (all of which will be discussed in the next section), and on-going communication sessions as recommended by our two facilitators.

The only other change in the program for the pilot group occurred on October 28 when they requested and received additional time for science, class work in cooperative education (job familiarity, interview practice, employment responsibility, etc.). and bi-weekly communication sessions with the staff rather than the isolated weekly sessions they were then having. The socologist member of the communication team possessed both the interest and ability to handle the cooperative education course. It was planned to use the Career College facilitator in the new role the students requested (joint staff-students communication). Her resignation for reasons of disagreement with the Director ruled this out. Subsequently, a new facilitator emerged.

Throughout this period, on-campus jobs and short term emergency loans were being secured for the pilot group. Eventually each student was placed, but not before communications threatened to break down over the staff's failure to uphold a promise which had been made at the recruitment meeting. (The students expected to be working almost immediately, and they were not employed until two and a half weeks had elapsed.)

Only three students maintained satisfactory employment records in their on-campus jobs. A staff member had to be assigned the job of regularly calling the departments to which the students were assigned. This he did reluctantly (he did not want the students to feel he was checking up on them) only to discover that the pilot group was continually disappointing their employers by not appearing for work. By and large, employers felt that when our students appeared, their work was quite satisfactory. The staff quickly learned that if the cooperative work phase of the program was to succeed, it would be necessary to include employment information in the curriculm. As indicated earlier, this class began on October 28th. This arrangement was not enough, for by Mid-December all but one student had terminated his employment at the College.

The pilot group's loan history was as dismal as the employment record. Loans were secured for eight of the group and, to date, only two have begun to repay their debt. For one student it was necessary for the staff to arrange for additional services, such as intervening with the Florida Power and Light Company and arranging for rental payments with a particular renting agent. This, too, did not produce the desired effect, for the student in question subsequently abandoned his apartment, paying neither his electricity bill nor his rent.

The students' failure to live up to their employment and loan committments was doubly frustrating owing to the difficulties which were endured by the staff in the securing of these components. Duplicating one anothers work, confrontation with rules which were quite equitable for the average Miami-Dade Junior College student but not for the Career College student and a general unfamiliarity with the College system caused, at one point, a serious lowering of staff morale. Several meetings later, the decline seemed to emerge into a determination not to repeat our mistakes with the January group.

By October 29th, a new more concrete Statement of Purpose for the program had evolved (See Appendix H). Staff members, through conferences with co-workers and discussions with students were able to attach a more definite purpose to their instruction.

Mathematics (non-credit) classes began with calculator utilization. Motivation for the learning of fundamentals was developed through introduction of examples derived from High School Equivalency examinations. No text was used and the instructor relied on dittoed materials. Auto-instructional devices with commercially prepared materials were tried, but owing to their reliance on reading, were quickly abandoned. (Materials developed by the instructor, such as slides, proved to be far more effective).

In summation, the mathematics instructor felt that some inroads had been made despite some students' negative attitudes toward mathematics, the poor hour set aside for the course (it met at 9:00 a.m. while the students were seldom on time), and the inadequate room.

The social science sequence, planned as a credited offering, was called Personal and Social Development so that the instructors would have latitude in the development of the course (calling it a credited social science class, for administrative reasons, may not have provided the same freedom). A library of Black History books for students and staff was developed, and students were issued two pocketbooks, Charles Silberman's Crisis in Black and White and The Autobiography of Malcolm X. The class was taught through the intradisciplinary team and was carefully monitored for student reaction. Attendance was generally high which enabled the instructors to try different teaching and evaluation approaches. Chief among these revolved around the concept of the student as teacher, reflecting to his fellow students previous lectures and personal knowledge and, at the same time, giving the instructors an indication of how much material had been mastered.

The principle which undergirded the selection of content material was that it be relevant to where the students were (racially, socially, geographically, economically, politically, etc.). Thus, some topics covered were: racial origins, Black History, the rich and the poor, modern Africa, the poor and the campaign and, among others, poverty and the personality. (See Appendix I for a more detailed listing of topics along with the instructors' reactions to the presentations.) In addition to presenting this material, the instructors endeavored to provide some practice for the social science portion of the High School Equivalency examination materials which they had prepared.

Oral (taped) reports or, if the students preferred a written report, were assigned as a final project and all students complied with this requirement. (See Appendix J for a listing of topics distributed by the instructors.) The instructors were generally pleased with those reports received. In several cases students who had not responded in class turned in very interesting reports.

The final exam was an oral one, and the instructors felt, were it not for a sharp decrease in attendance during December, many more students would have received passing grades in the class. As it was, there were three C's and 6 incompletes.

The English class (non-credit), again centering on what was relevant, was conducted through the utilization of a variety of techniques including:

(a) Reading, discussion and analysis of hip poetry and short stories revolving around ghetto life,

(b) Creative writing in ones own language on topics of their own choosing,

(c) Role-playing to begin the understanding of grammar, and

(d) Taping of typical conversations followed by analysis and remediation.

The instructors felt that two of the students possessed the ability to be placed in regular freshman English classes, while at the other extreme another two required extensive work in remedial reading. The gap in ability was indeed wide and attempts were therefore made to group students to enable them to receive the particular attention they required.

Once again, the material was related to the equivalency examination as indicated by the following description of techniques used by one of the instructors:

"I copied one or two sentences from each student's papers and, after dittoing them, used these sentences as an exercise. Students had to explain what was wrong with each sentence. The next day I followed up this lesson by using these same incorrect sentences as a test to see what the students had retained. I then concentrated on re-teaching those errors which were repeated--such as agreements and sentence fragments.

I discussed grammar and literature tests taken from Equivalency samples. Each sentence error was explained and corrected. Each student then re-taught the correction; for example, they devised their own sentence errors and then corrected them."

This instructor made the following observations:

"The group likes role-playing and doing written exercises, such as correcting sentence errors.

They do not like two hour classes. One hour sessions seem sufficient.

They all seem highly motivated in areas involving the Equivalency examination.

They were interested in the poems we discussed and were quite capable of analyzing the meaning of the poems.

The group does not like to write. . . The problem is to motivate them by using topics which they consider interesting and relating their writing as preparation for the Equivalency examination."

Some of the materials found most useful in the English sequence included:

Play It Cool in English, by Frank Riessman and John Dawkins, Follett Publishing Co.

Coping, by Smiley, Freedman, Tiles, and Marcatante, The Macmillan Company. (Macmillan Gateway English series)

Striving, by Smiley, Spiegler, Marcatante, Tilles, The Macmillan Company. (Macmillan Gateway English series)

English Lessons for Adults, by Jewel Varnado and Philip Gearing, Harcourt, Brace, and World, Inc. (Books 2 and 3.)

Instruction in Science (non-credit) which, because of scheduling difficulties totaled less than 15 hours for the two and a half month period, centered around the general topic, "What Is Life?."

The first week was used to discuss with the students their science backgrounds, their reactions to science classes in their secondary schools and their interests. The students indicated a generally skimpy knowledge of science but a real interest in the biology of human reproduction.

Instead of using a standard textbook, copies of the Ameican Education Publication's unit text, "Why You Are You - The Science of Heredity, Sex and Development", were given to each student. The film, "Meiosis - Sex Cell Formation", supplemented the classroom discussion.

The instructors felt that general motivation in class was high (expecially for the material in human reproduction and heridity). They detected a real need to sharpen the reading comprehension skills of the students for both the Equivalency examination and future science study. Both instructors saw the need to assign into regular College Science classes those Career College students who possessed adequate science backgrounds (of which there were 2 in the pilot group).

Cooperative Education (credited), which evolved earlier than originally planned due to the pilot group's poor on-campus employment record, was designed to be an introduction to the world of work-responsibilities, rewards, standards, etc. The course held a logical place in the total curriculum in that the project was designed as a cooperative experience.

The instructor attempted to underscore the relationship between school and employment. Through an open forum and using role playing, discussions and information exchanges, he dealt with the crucial issues for success on the job. Beginning with the basic fundamentals of job interviewing and continuing through the human relations skills needed to get along with one's on-the-job supervisors, he found his task a global one. He found students with uncertain and/or immature career choices, low aspirations, low self-concepts, sparse knowledge of employment possibilities and massive personal problems which continally threatened to offset the changes occurring in them.

The task became one of moving from the negative on-campus employment experience to a more positive one in the off-campus beginning career position which was planned for most of the pilot group. Motivation was high, for the students were interested in gaining employment information. By December, the instructor felt that the majority of the group had reached a point where they knew what to expect at an interview, how to dress for such an appointment, on-the-job courtesies and, in general, the significance of the education-employment relationship.

This then was the academic phase of the program which, as can be seen from the above, was integrated with (and never completely separated from) discussions in non-academic areas. One nonacademic venture worth noting is the production of a film undertaken jointly by staff and students. Designed to give the pilot group exposure to film as an art, as well as a method of introducing new students to Career College, the film utilized symbolism to depict the world of the ghetto youngster struggling to find himself. The students seemed to thoroughly enjoy their acting roles and were pleased with the final products.

Finally, as indicated earlier, one hour per week was devoted solely to communication exchange amongst the students with one staff member acting as facilitator. These sessions continued throughout the program touching on whatever was of interest to the students. Thus it offered an outlet for complaints about jobs, individuals, or lack of money as well as providing a regular channel for whatever suggestions the students might have. The following is an account of the first three communication sessions as described by the Career College facilitator:

> "The focus of the first two meetings was the airing of dissatisfaction with parts of the program thus far,

> discussion the positive gains they have had from the program and thinking through what they would like for the future. In essence, the students had warm praise for courses where they felt they were really "learning things" (like the biography of Malcolm X) and asked for more "concrete" learning opportunities. They stated they would like more individual attention in math and asked for a beginning course in art.
>
> Much feeling has been expressed about the promises they feel are made to them, and then the inability of the staff to follow through on the promises. The students also discussed the question of enlarging the test group. After much deliberation and serious thought they decided it would be "wiser" to delay adding students until January and expressed the desire to integrate the group by adding white students and females.
>
> The third meeting focused on one of the group members who began by stating he was leaving the program. The "promise" of his job on campus had not worked out in a way that enabled him to meet his current expenses (rent, food, etc.) and he said he would "drop out" of our program and return in January. The following hour of group work was one of the finest I have witnessed. The other students gave him emotional support to stick with the program and real help in terms of names and addresses where he could obtain part-time work. They were quite direct in asking him to decide what he wanted and needed right now, stating clearly that "education" should be paramount over all other considerations right now, including girl friends."

She concluded that this approach was appropriate in that the students "are able to speak freely and openly, are supportive of each other,and perhaps feel they have a say in their own destiny if someone listens and then acts on their complaints and suggestions. I feel they were able to establish group rapport very early because of the two day encounter workshop they had had at the beginning of the program."

Accompanying the initial academic planning was a concerted effort to make the Career College program known to the major employers in Dade County. By October, 34 business and industrial firms were contacted by letter and asked to indicate their willingness to interview for entry career positions students whom the staff deemed employable. Nineteen responses were received, some of which gave outright endorsement to the concept and many others stating the need for a high school diploma for all employees.

The Cooperative Education class provided the mechanism whereby the vocational interests of the pilot group could be identified. The instructors, along with the employer liaison staff member, worked with each student individually in identifying a field of interest and a prospective employer. Plans called for the establishment of a program of study to parallel each student's working hours.

Seven students were selected for job interviews on the basis of their attendance in class, attitude toward employment and general motivational level. The following is the employer liaison staff member's account of the results of this phase of the program:

> "Case 1. Student evidenced aptitude in English and interest in writing. * Interview arranged with Miami Herald. (Student appeared in school in casual clothes. Staff members drove student home and saw that he was dressed appropriately.) Testing by Herald placed student in 36th percentile. Personality testing indicated hostility. All other characteristics within acceptable limits. Job offer made and accepted. Copy

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* See Appendix K for a sample of a Newsletter initiated by this student. This was the first and only copy.

> boy position begun on Tuesday. Late for work Thursday. No show Friday. Letter of resignation given to Director of Career College on Monday stating reasons for leaving as personal and financial. Terminated Monday by mutual agreement between employer and liaison staff member.
>
> Case 2.Two students indicated an interest in department store operations. Interview arranged with Assistant to Vice President of Burdines. Testing revealed 13 and 14 percentile scores. Students unable to perform basic sales computations (figuring total price including sales tax). No hiring offer made.
>
> Case 3.Student specified Post Office employment as his desire. Firm job offer made based on liaison staff member's endorsement of student. Attempts to reach student resulted in information that student had decided to take a vacation. There was no subsequent interview. Job offer rescinded.
>
> Case 4.Student indicated interest in bank position. Interview arranged with First National Bank of Miami. Test results unsatisfactory but interview results good. Student was invited to return for re-test. Student phoned to defer re-test then did not appear for re-test. No further communication between student and employer.
>
> Case 5.Two students indicated interest in recreation positions. Interview arranged with City of Miami. No testing required. Minimum interview. Positions contemplated in city auto parking facility or water treatment plants. Evening shift was required to permit continuance of attendance in Career College. Administrative delays postponed a positive job offer. Christmas holiday began and student contact was lost. On resumption of classes the director felt that, based on the experience gained in other areas, it would be in the best interest of all parties to delay placement."

He concluded that while employers were ready and willing to hire marginally qualified students, they would not accept unqualified ones. He emphasized the need for the program to be altered to meet employment standards. Finally, he felt the need to intensify the Cooperative Education course so that the realities of the world of work would become more apparent to the student.

The staff was indeed frustrated by the results of this phase of the program. A good deal of self-questioning ensued followed by a resolution to evaluate more intensively each candidate for a position before submitting him to the employer. There was further agreement on the need to refine the job orientation program.

IMPLICATIONS

The program for the pilot group produced results which were far from predictable. There can be no doubt that having a small number of students in the initial phase proved to be most beneficial. True, the problems which ensued were frustrating but, at the same time, were viewed as inconsequential in light of the difficulties the staff would have faced had all the students arrived together in January. As it was, every attempt was made to develop strategies for overcoming the obstacles facing the pilot group - strategies which were utilized at the outset with the larger January group. (Several pilot group students expressed delight at the orientation program for the newer students and stated they felt it was far superior to the one they had gone through.)

With the experiences of the pilot group, the staff was able to begin in January with course work which took three months to develop. The new students plunged immediately into a revamped Cooperative education course and a communications sequence with more definite goals. Fundamentally, working with the pilot group created a staff with direct knowledge about ghetto students with their particular strengths and weaknesses. The hesitancy, uncertainty and almost patronizing attitude toward the students exhibited by all at the beginning of the program began to disappear as knowledge accumulated. The staff became optimistic about what could be accomplished with this type of youngster for the following reasons:

(1) By January, seven members of the pilot group were actively engaged in the new phase of the project with two doing so well that they were placed in one regular Miami-Dade class. (A third was recommended for this kind of placement but declined it.)

(2) Pilot group students contributed to the new program for the larger group. They participated in various orientation sessions, served for a period as teaching assistants in the "Personal and Social Development" classes and acted as co-facilitators in communications sessions. They learned the "ropes" and were able, on occasion, to serve as general guides to the newcomers.

(3) Based on the behavior of several pilot students, it may be said that attending school was beginning to become acceptable behavior for some of the group. Though not quantifiable yet, attitudes did change (lateness for the group decreased, notebooks were in evidence and participation became reasonably high).

Overall, working with the pilot group demonstrated to the staff that there exists a great reservior of uptapped talent in Miami's ghettoes. It similarly demonstrated to them that working with this kind of individual requires considerable patience, ingenuity, hard work and a strong commitment to the belief that dropouts are educable. For some Staff, a retreat to the womb of "mainstream" students was necessary where instructors are not held accountable for student attendance, tardiness, note taking facility and achievement.

Throughout the Pilot phase, the amount of extra effort required of instructors became more evident. Many accepted this challenge, some withdrew entirely and a few remained skeptical but hopeful.

It appeared that the pilot group came to the realization that the staff was available to serve them. They began to realize, too, that the greatest growth requires individual initiative. Staff-student interaction became high in those areas where friendly interchange occurs. One black staff member in particular, who happens to lack a Bachelor's Degree was able to establish a particularly close relationship with the students. They readily sensed his commitment to them with the result being that their communications to one another became real, vital, and helpful in the area of behavioral change.

PHASE II: EXPANDING THE PROGRAM

THE APPROACH

During the first week in January, 70 (45 males, 25 females) students appeared for a general Career College orientation. These students had been notified of the meeting by telephone, mail, contacts with community leaders and through the efforts of the pilot group. More than 20 of the group arrived en masse from an EOPI office with the belief that the Career College program would offer them a stipend while they **were** attending school. As soon as this misconception was clarified, this group withdrew as none were in the position to attend without any accompanying payment. Others soon filled in their position.

A composite of the Career College student reveals interesting patterns which agree with findings of other studies of early school leavers. (See Table I). For example, half of those selected (at random) for the composite came from homes where one or no parent is present. The occupations of the adults living at home are definitely non-professional and fall into the category of semi-skilled labor or lower. More than half of those in the sample came from homes with large families, indicating the possibility of overcrowded living conditions.

TABLE I

SELECTED CHARACTERISTICS OF A SAMPLE OF CAREER COLLEGE ENROLLEES

Subject	Age	Age Withdrawn	Sex	Type of Job	Lives With-	Occupation of Mother	Occupation of Father	Career Choice	#Brothers and Sisters	#Total Living at home
A	17	17	F	Sells wigs	mother & father	housewife	jet mechanic	health services	1	4
B	17	15	M	busboy	brother	housewife	-----	none	4	2
C	17	16	M	----	mother & father	maid	laborer	computer programmer	9	12
D	19	18	F	cafeteria server	alone	owns nursery school	----	none	7	1
E	16	16	M	-----	Step-mother & father	Salesman	Salesman	chef but uncertain	4	4
F	24	18	M	phys.ed.aide	father	deceased	food packer	show business	0	4
G	20	16	F	audio-visual clerk	mother & father	cook	retired	secretary;computers	2	5
H	20	19	F	library clerk	brother & sister-in-law	housewife	constr.worker	secretary	7	3
X	18	17	M	----	mother & father	housewife	roofer	clinical psychologist	10	13
Y	16	16	M	----	grandmother	maid	----	busdriver	5	6

The orientation session was conducted by the staff and several pilot group students who together informed the new group what the program was all about, what they could be expected to be doing and not doing, and some of the rules of the program. A booklet describing the policy of Career College and the policy on the campus was distributed to all present. Staff members were introduced and questions from the floor were solicited. Those who had not been tested in reading and math were given appointments to accomplish this, and all were informed of the schedule for the week which included three days of communications sessions with the staff. The students were divided into three sections with each group having two staff members and a pilot group member. Table II below summarizes the results of the reading test:

Table II

SUMMARY OF SCORES OBTAINED ON THE DIAGNOSTIC READING TEST

ADMINISTERED TO 75 CAREER COLLEGE STUDENTS, JAN., 1969

Number of students between (N=75):	College Norms	10th Grade Norms	7th Grade Norms
75-100%ile in comprehension	5	12	24
50-74%ile in comprehension	5	9	17
25-49%ile in comprehension	5	8	13
Below 25%ile in comprehension	60	46	21
TOTAL	75	75	75

During the first week, several staff members met and worked out programs for each of the new students based on interview information, test data, high school records and the staff's perception of the attidude of the students. Some students were assigned to "mainstream" Miami-Dade Junior College courses. Others were given double time reading instruction based on their reading scores. Math scores were used for placement in one of three Career College math classes and reading scores were used to identify those who could benefit from an intensive writing experience with one of our instructors. All students were assigned to a Cooperative Education Class (credit), a Social Science Class (credit), a Humanities Class (non-credit), and a Communications Class (non-credit). The assignment into Social Science and Cooperative Education was on a random basis. Attempts were made to compose communications classes with students of similar backgrounds. That is, those who had recently dropped out of school were placed together, and those who had had some work experience were placed together, etc. The Humanities offerings were graphics, ceramics and drawing. As much as possible, students were assigned to one of the three based on their own preferences. Several requested a music class, but this could not be arranged. Finally, each female student was enrolled in a Secretarial Studies section for training in business techniques. A typical schedule appears as Appendix L.

This schedule paralleled the schedule of the regular campus and extended through the end of April. Plans called for switching individuals from one course to another or from one section to another where instructors and students deemed this a favorable change.

The offerings in Social Science and English during January and February were directly related to the experiences instructors had with the pilot group. Thus Social Science began with "Human Evolution" and extended through "The Culture Concept;" English classes were geared toward self expression and communications through the use of role-playing. Instruction in Mathematics varied from teacher to teacher. One noted:

> "I have been running a demanding course. Since most of the students which I have been assigned tested well, there is little emphasis on computational skills and strong emphasis on problem solving."

The instructor who worked with the students at the other end of the scale used the reverse approach, concenterating instead on basic computational skills.

Art instructors experimented with various methods of drawing beginning with small simple objects and on occassion working up to more complicated subject matter such as figure drawings.

Each student was assigned to two hours of communication classes and two hours of Cooperative Education seminars per week. As indicated earlier the approaches used in these classes were the result of experience gained through working with the pilot group. Appendix M presents a sample of materials used in the classes and includes several final examinations.

There were between 10 and 20 students officially assigned to each class. Since the policy of the program was to admit students when they were ready to attend (not just during a week of registration), class roles were not static, and attendance taking became a difficult chore. Students were permitted to transfer to different sections of a class, but this soon created content difficulties for the instructors in that they were constantly forced to recapitulate material for the new people. Thus this practice was all but terminated. Attendance was a key problem identified by each instructor.

> "A typical class has 8 to 9 students and it fluctuates between 5 and 12," noted one of the Math instructors.

> "My one negative reaction is based on poor attendance. My classes average approximately seven students with a core of three or four who come all the time. It is difficult to assign a story on Monday for example and to come to class on Wednesday to find that most of the students hadn't received the assignment," reported the English instructor.

Staff meetings often focused on means of improving the above statistics (See Appendix N "Where Have All the Students Gone?"). We felt we needed tangible success points for students to aspire to as well as a full-time home-school counselor who would have the job of identifying reasons for student absenteeism which he would then work to overcome. We similarly debated the value to be derived from "assigning" ten students to each instructor and then holding the instructor responsbile for knowledge of his students.

What emerged ultimately (following the Winter Term) was what the students seemed to want the most, that is, intensive preparation for their High School Equivalency Examinations. Beginning in late April and continuing for a period of six weeks, these so called "blitz" sessions covered each of the five G.E.D. disciplines: English grammar, Mathematics, Science, Social Studies and Literature, In addition, all but a few Career College students had to pass state examinations in American History and American Government as a prerequisite for the G.E.D.

The six-week tutoring program placed strong emphasis on basic skills and facts, reading comprehension and test-taking practices. Since the American History and American Government exams were composed of seventy multiple choice questions, tutoring was needed in both the fundamentals of these subjects and in multiple choice test-taking. Therefore, the instructor not only issued texts and presented a broad outline of the subjects, but he gave the students practice multiple choice exams in American History and Government. Fundamentals were emphasized in the G.E.D. areas of literature. The social studies and science portion of the G.E.D. mainly tested the student's reading comprehension ability, hence, the instructors of these subjects gave the students reading passages with questions.

In all the G.E.D. subject areas the instructors used sample exercises from the G.E.D. preparation book entitled How to Pass the High School Equivalency Examination.

For those students whose performance during the Winter term (Jan. - April) was satisfactory and who expressed a desire for "mainstream" credited M-DJC courses, the G.E.D. "blitz" approach was not used. Instead these students were enrolled in a course of their own choosing and invited to use Career College staff as tutors for G.E.D. work or for their coursework. On April 27, 14 of our students were enrolled in regular Miami-Dade courses.

In addition to the above programs, in February, Career College was invited to participate in Project Value, a Federally financed project located in the Defense installations of 40 major metropolitan areas. Our assignment was through the Homestead Air Force Base. Working with the Dade County Neighborhood Youth Corps, the base identified and employed 17 males and three females in entry positions on a three day per week basis. The youths spend the remaining two days in Career College involved in a program specially developed for their needs.

The Project Value proposal reveals the following about their goals and objectives:

> "Project Value has a single objective. This is to provide permanent employment for Career progression

> in the regular work force for the lesser advantaged young men and women who have been previously considered unemployable."
>
> "...This is not a 'make work' or welfare program but it is a project designed to provide a means for this important segment of our population to become useful and productive citizens and to share in the prosperity of our nation."
>
> "...Each local program must include a remedial education course which will be developed by the local Manpower Program Sponsor utilizing the most effective remedial education resources available in the community."1

Upon entry into Career College each Project Value student was administered the Diagnostic Reading Test. The results are summarized in Table III shown below:

TABLE III

SUMMARY OF SCORES OBTAINED ON
THE DIAGNOSTIC READING TEST
ADMINISTERED TO 27 PROJECT
VALUE STUDENTS IN MARCH, 1969

Number of students between:	College Norms	10th Grade Norms	7th Grade Norms
75-100 %ile in comprehension	1	2	4
50-74%ile in comprehension	1	0	6
25-49 %ile in comprehension	0	7	3
Below 25 %ile in comprehension	25	18	14

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1. Project Value, mimeographed report, unpublished, Department of Defense, Washington, D.C., pg. 2,6.

See Appendix O for a sample Project Value schedule. The three days work, two days school arrangement is planned to continue through November at which time the Federal support will cease, and the Base will make decisions regarding permanent employment.

Thus, during the Winter term Career College could appeal to the student whose goal was the acquisition of an equivalency diploma, students interested in securing college credit and students involved in work programs. We seemed to have passed the point of "requiring" students to sit for certain courses and were focusing instead on methods of increasing a students interest in a given field of study. The incentive for some was the diploma, for others the job, but for many finding the right incentive was the crux of the problem.

THE RESULTS

By mid-June, at total of 205 students had participated in one or more phases of the Career College program. At any one time there were between 35-70 students on Campus engaged in either G.E.D. classes, regular college classes, Project Value or the campus snackshop.[1]

Career College became, in a very real sense, a clearing house for information pertaining to high school dropouts. Many students were referred to us for counseling concerning available opportunities. Most of these students were unaware of the options open to the dropout and needed only information to assist them in the pursuit of their goal. Upon learning of availabilities some went directly into Career College, others went to evening Adult High School, while a third group left with an unknown destination.

What seems to have emerged then was a service not originally planned yet one which appeared to fill a very real need.

The Staff recognized the importance of providing individualized programs and developed guide forms for this purpose (previously referred to on p. 10). What ensued, however, demonstrated that only the first step toward individualization had taken place. Too many students had to take too many courses. Freedom of choice was confined to a very narrow content area and, as a result, many students were enrolled in courses which were of no interest to them. The lack of motivation evidenced by many students (as seen through their attendance and work records) is a reflection of their long standing indifference to school as well as the inability of the Staff to move students to understand that acquisition of certain skills is a prerequisite to personal advancement.

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[1] In February, five Black Male Career College enrollees were placed under arrest for gambling in the snackshop. With the help of an off-duty plain clothesman, a uniformed Metro Miami police officer walked past a table of white boys playing cards and proceeded to remove 25 cents from the table of the Career College students. Requests for student I.D.'s followed by denials of wrong doing by the students resulted ultimately in formal booking and detention in jail for three days. The issue aroused great interest on Campus with the result that Bond payments were raised by the student body at-large. The case is still pending.

Drop-outs, like any other group of people, are by no means a homogeneous lot. There emerged in the program distinguishing features between those among the students who knew what they wanted and those among them who did not. The former group, being goal oriented and desirous of self-improvement to attain a tangible end product, were the attenders and performers. The reverse was true of the latter group. Goal oriented students, in general, tended to find our communication sessions to be a waste of time(It was almost as if they were saying, "Why spend time on personal chatter when it will not advance us toward what it is we want?"). For the other students, communication sessions appear as most desirable and may, in fact, be all they will commit themselves to. This is not to suggest that possession of a goal is a critical variable in itself. It is recognized that goal orientation is a function of other vital factors such as ability, self-concept and previous encounters with success. Nevertheless, clear distinctions were made passible on this basis.

Outcome of Program geared toward G.E.D. Acquisition:

As indicated earlier, students are required to have credit in American History and American Government prior to their G.E.D. examinations. Most of our students did not already have the credit, hence they had to prepare for standardized tests in these areas. Approximately 75 percent of those who prepared for these examinations passed at least one of them (18 passed American History, 12 passed American Government). These figures are somewhat heartening in that literature prepared by the Dade County Board of Public Instruction reveals that 80 percent of students who take the History and Government tests do not pass.

Sixteen students were administered the G.E.D. with the result that eight students successfully completed the entire series. Each of the remanining eight students passed at least two parts of the five part examination.

(It might be noted from the above figures that many more students could have taken the G.E.D. or, at least, the History and Government portion. This, in fact, is the case. Many students who were eligible for any or all of these examinations chose not to take them. Thus, on the one hand, students wanted their equivalency diplomas, and, on the other hand, their behavior indicates many were genuinely afraid to take the required examinations.)

Outcome of Program geared toward placement of students in "mainstream" course:

During the winter term, 14 Career College students were enrolled in one or more of the following courses: Art 101, Typing 111, Psychology 205, English 090 and 101, Social Science 101 and 102, Aerospace, Police Science 101 and Mathematics 100. Seven students received grades of C or better and the remaining seven withdrew with no credits earned.

In addition, five students received college credit for career college offerings. (Three of these students earned four credits each, and the other two earned one credit each.)

Outcome of Reading and Mathematics Program:

Ten students administered the Reading Diagnostic Test in January were retested in April on the same instrument. There were slight gains in reading comprehension and vocabulary scores over the three month period. Both changes, however, were nonsignificant. Table IV presents the means for the ten individuals.

TABLE IV

OBTAINED MEANS AND STANDARD DEVIATIONS ON THE VOCABULARY AND COMPREHENSION PORTIONS OF THE READING DIAGNOSTIC TEST: January and April Testing, N=10
COLLEGE FRESHMAN NORMS

	VOCABULARY*		COMPREHENSION*	
	Mean	S.D.	Mean	S.D.
January Testing	28	11.87	29.5	13.41
April Testing	32.7	14.28	31.2	11.62

*Percentile scores are presented here as standard scores for normalization purposes.

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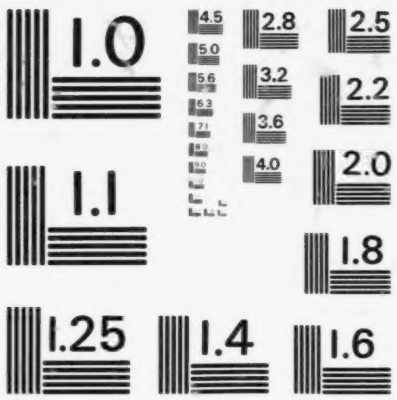
1.0
4.5
5.0
5.6
6.3
7.1
8.0
9.0
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Eight students were pre-and post tested in Mathematics. Table V presents the results of the analysis.

TABLE V

OBTAINED MEANS AND STANDARD DEVIATIONS ON THE DIAGNOSTIC SCREENING TEST IN ARITHMETIC**:

JANUARY AND APRIL TESTING, N=8

	Mean	S.D.
January Testing	18.4	8.02
April Testing	22.0	5.74

** perfect score=30

There were no significant differences between the two groups.

OUTCOME OF PROJECT VALUE COMPONENT:

Fourteen "Value" students were pre-and post-tested on the Reading Diagnostic Test and 15 were pre-and post-tested on the Diagnostic Screening Test in Arithmetic. Tables VI and VII present the findings of these testing procedures.

TABLE VI

OBTAINED MEANS AND STANDARD DEVIATIONS OF THE VOCABULARY AND COMPREHENSION PORTIONS OF THE READING DIAGNOSTIC TEST PROJECT VALUE:

March and June Testing, N=14

College Freshman Norms*

	VOCABULARY		COMPREHENSIVE	
	Mean	S.D.	Mean	S.D.
March Testing	26.1	9.50	28.7	15.39
June Testing	29.1	11.40	31.7	13.19

*Percentile scores are presented here as standard scores for normalization purposes.

There were no significant differences between the groups.

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TABLE VII

OBTAINED MEANS AND STANDARD DEVIATIONS ON THE DIAGNOSTIC SCREENING TEST IN ARITHMETIC, PROJECT VALUE

March and June Testing, N=15.

	Mean**	S.D.
March Testing	17	7.41
June Testing	22.6	8.25

** perfect score=30.

Once again "t" tests revealed no significant differences.

The attendance record for Project Value students exceeded that of the regular Career College student (approximately 75 percent of the former group were regular attenders as opposed to approximately 50 percent for the latter group).

Though the group was only on campus two days per week, excellent student-teacher rapport was much in evidence. The Cooperative Education Seminar, for example, took on real significance for here were students actually employed in career oriented positions (Appendix P is illustrative of the kind of material used to relate the students' campus experience to their working experience).

Three "Value" students enrolled in mainstream courses and received some tutoring assistance from the Career College faculty. (In addition, mainstream students, who worked on a volunteer basis, assisted in their registration and were available at all hours for individual aid.) Nevertheless, the three students withdrew from their courses before the end of the semester. Their feelings were not negative, however, and each expressed the desire to try again in the near future.

Simultaneous with Campus communications sessions for the students were sensitivity training meetings conducted for Homestead Air Force Base personnel who were supervising the "Value" participants in their work at the Base. A Career College staff member was released to act as facilitator, and his experience indicated that behavior modifications on the part of some supervisory personnel were essential if the "Value" participants were to draw the most from their experiences.

Project Value students seemed to enjoy being on campus. Whether this reflected their pleasure at being released from work for two days per week (with full compensation) or an effective job on the part of the Career College staff reduces to a question of individual differences. Some "Value" students have clearly profited from the experience and are conscious of the fact. Others have (just as clearly) moved no closer to the realization that education for them is possible and profitable and worthy of an investment on their part.

What was probably the most successful Project Value enterprise occurred during July and August, 1969, at which time a group of high school volunteers from Miami and Atlanta joined "Value" for communications and play production. The volunteers, known as "Mitzvah Corps" were a group of concerned youth interested in becoming involved with urban problems. Under the supervision of a Career College paraprofessional who handled the entire summer program, the Black"Value" students interacted with, worked with and confronted the Jewish "Mitzvah" volunteers.The results seemed gratifying to all involved.

From one "Mitzvah" volunteer:

"Before I began working here I had my own stereotype impression of a dropout. Black leather jackets and boots and all. Now, I realize that I was wrong and dropouts are individuals and most of the dropouts I've met are very nice people.

From talking with Black people I've met this summer (not just in Project Value) I've learned that we are all the same as far as feelings...are concerned but Blacks have their own separate culture just as Jews do."

and from another:

"...Personally, I received something which is hard for me to pin-point. I think I did a good amount of maturing in these six weeks, and what the group taught me is something that can't be learned in books. Project Value was an exchange of ideas, culture and individuals. It wasn't so much the material outcome-being the play-but the mental broadening."

From one Project Value student:

"...One of the best things I liked about it was the way we got along with each other. I liked the way Mr. Tucker handled the class. He talked to us like we were grown up.."

From another:

"I like the way we could discuss both sides of the issue with the Mitzvah corps."

and finally:

"I thought the other kids (Mitzvah Corps) were trying to push over us, but now I think they were only trying to help us with our play."

The play the two groups jointly developed was videotaped along with their reactions to the total experience. The tape has been helpful for Staff Development purposes and excerpts from it have been shown on the local educational television station.

Overall Outcomes

Through the efforts of a research intern from the University of Miami, extensive student interviews and classroom observations were conducted to obtain information concerning student attitudes toward their families, the program, their instructors and several other variables. A simple coding device is used in Table VIII wherein minus stands for unfavorable, zero for neutral and plus for favorable.

In the case of family relationships this pertains to the amount of rapport, feeling, and closeness in the family. A poor relationship would be described as one where the subject is perhaps outwardly hostile or states that he tries to stay away as much as possible. A good relationship is characterized by the subject describing a family member as his closest confidante, or favorite person. An average relationship is one in which the family members do a minimum amount of typical family activities together.

TABLE VIII

SUMMARY OF STUDENT ATTITUDES TOWARD THEIR HOMES, THEIR FORMER SCHOOLS AND THE CAREER COLLEGE PROGRAM

Subject	Attitude Toward					Family Relationship	Main Criticism of Program	Main Criticism of High School	Reason for leaving High School
	Program	Teacher	Self	Family	High School				
A	0	+	+	0	+	average	too much noise, lack of discipline	Teachers, clothing and rules	conflict with administration
B	+	+	0	-	+	poor	too much talk about the "black" problem	never liked school until high school	unpopularity, rejection by peers.
C	+	+	0	+	0	good	course work too disorganized	teachers, rules, waste of time	boredom, truancy
D	+	+	0	-	-	poor	none-just one teacher	disliked every thing about it	expulsion-attacked teacher.
E	/	/	+	-	-	poor	just enrolled at time of interview	teachers not caring; too many rules	truancy, suspension
F	+	+	0	0	-	poor	no suggestions	just didn't like it	suspended for smoking
G	+	+	+	+	0	good	needs more activities	teachers	pregnancy
H	+	+	+	+	0	good	no suggestions	too hard; couldn't speak English	language problem
X	+	+	+	0	-	average	not structured enough	confusing standards, teachers	couldn't take "hassle"
Y	+	+	0	+	-	good	needs little improvement	teachers, regulations	missed too many days
00	+	+	0	+	0	good	none	teachers	pregnancy
04	0	+	0	0	-	average	none	teachers & adm. were against him	25 day suspension
06	0	+	0	+	0	good	not enough restrictions	too many restrictions	fight with principal

Criticisms of the Program centered around two particular points: lack of classroom discipline and lack of planning and organization in the course work. With very few exceptions teachers were the main complaint voiced by students pertaining to high school.

The reasons for leaving school that were offered by the students were too varied to fall in any definite pattern or category. However, pregnancy did seem to be a common reason for female withdrawal among the entire school group. Males frequently cited a school suspension occurring before withdrawal. Table IX below presents an additional list of reasons for leaving school which was obtained during a group communications sessions.

TABLE IX

A REPRESENTATIVE LISTING OF REASONS OFFERED BY STUDENTS FOR LEAVING SENIOR HIGH SCHOOL

Student	Reasons for Leaving School
01	Suspended then didn't want to go back
02	didn't like teachers and administration
05	"they didn't like me"; missed too many days.
06	had trouble with principal; but liked teachers and school
07	they put him out; got in with wrong group
08	more fun in the streets: wanted to explore world
10	teachers; teachers showed favoritism and ignored him
13	put out; poor attendance
15	got tired of it; mother got sick and it seemed to be a good excuse to leave
17	teachers and administration were bad

A Career College follow-up questionnaire was mailed during May to the 165 students who had been in attendance during some period between October, 1968 and May, 1969 (See Appendix R). Forty-five questionnaires were returned in various stages of completion. The following information shows group trends and in no way attempts to analyze the group statistically.

Career College students completing the questionnaire came predominantly from Jackson and Mays High Schools with Palmetto and Southwest High Schools ranking second among the 21 schools mentioned.

The average age at leaving high school was 18 years, with 17 and 19 years ranking second, and 16 years ranking third.

These students left school in the years from 1953 to 1969 with most leaving in 1968 or 1967 which ranked second.

Students heard about Career College mostly from friends and professional counselors or welfare workers. EOPI ranked second as a source of information followed by "the newspaper," "Project Value", "YMCA meeting" and the "radio."

Of the 45 students who responded to the questionnaire, 18 were still attending Career College, three graduated and were now enrolled in regular classes at Miami-Dade and 21 dropped out of the program.

The students who were no longer in attendance at Career College, regardless of whether they graduated, attended classes regularly for "longer than 2 months" for the most part, or else just "for a few days". Fewer students attended a "month or two, " and the fewest number of students attended a "week or two" before leaving.

By far an overwhelming majority of students no longer in attendance dropped out of the Program because of difficulties in obtaining transportation to South Campus (17). A few students who dropped out mentioned dissatisfaction with discipline in classes, personal reasons, or just plain laziness.

Students' evaluation of which courses they "got the most out of" ranked math the most beneficial course by far, followed by English, P.S.D., science, communication and co-op education.

In explaining why some classes were "a waste of time: " students mentioned the following :

> Art-no interest (12 mentions) and absence of teacher (2 mentions); Science-poor text (6 mentions) and no interest (4 mentions); Math-poor text (2 mentions) and no interest (3 mentions); Co-op Ed-no interest (10 mentions) and poor teaching (2 mentions); English-poor text (4 mentions) and no interest (2 mentions)

The Communication course had the fewest number of adverse criticisms. Students were asked the question "Why do many students attend Career College classes for a short time and then leave?" Responses were categorized into 4 basic areas with some responses mentioning more than one area. "No interest in school or studying" was mentioned most often as the reason students leave the Program (20 mentions). "Difficulties or disappointment with the Program" ranked second in order of mention (12 mentions). "Transportation problems" ranked third (8 mentions) and the"necessity to work and earn money" ranked fourth (4 mentions).

An interesting student comment stated that there was "no visual proof of progress, no knowledge of the benefits of an A.S. diploma; only the bad side is stressed."

Students were asked, "How could Career College be improved?" Suggestions were categorized into the following areas:

Better teaching and teacher attidudes	(7 mentions)
Offer a chance to take electives	(7 mentions)
Offer transportation or change location	(5 mentions)
Let student progress at own speed	(5 mentions)
Provide jobs for students	(4 mentions)
More discipline in the classroom	(4 mentions)
Provide text books for courses	(2 mentions)
Arrange hours so student can work	(1 mentions)

There were many requests for music and sports as **well** as other courses available on campus. Students also wanted more information on courses, loans, books, personal needs, goals and available facilities. Students felt that some teachers showed lack of interest by being late or absent from class.

Students were asked the question, "What do you see as the main difference between Career College and high school?" Responses were categorized into the following areas:

Freedom from rules and freedom of speech	(14 mentions)
Understanding, caring teachers	(7 mentions)
Being treated as an adult, as a worthwhile person; sense of participation	(7 mentions)
Relaxed atmosphere, accepting people "doing their own thing" smoking, clothing, studying, and class attendance	(5 mentions)
Shorter hours	(4 mentions)
Relevance of material	(2 mentions)

A typical student comment seems to speak for the group, "I feel more relaxed not having to worry about the clothes I wear, when I smoke, the language I use, and because I don't have anyone bugging me about attending classes or studying."

Students responded to the question, "What courses would you like to take that are not now offered at Career College?" by mentioning many courses which are listed in the catalogue such as "Black History," "Judo" and "Law Enforcement," The list suggests also that students are interested in practical courses which will prepare them for the future. Again there were many requests for music and sports.

There was an overwhelmingly positive response to the question, "Everything considered, do you think you gained anything by attending Career College?" Thirty-seven students responded "yes," three responded "no" and five did not respond.

Comments were categorized into the following areas:

Learned much subject matter or gained diploma	(16 mentions)
Personal satisfaction and confidence	(8 mentions)
Understanding of others	(4 mentions)
Ambition to continue education	(4 mentions)

Several student comments typify group feelings:

"Ambition to further my education, I am attending college at N.W. M-DJC in September."

"I am pleased withmyself and my grades and feel proud of myself;"

"I gained lots. To have your education and your diploma makes a person feel like someone;"

> "I gained a better attitude and less fear of attending college."

Students were asked if they thought Career College should be continued. The response was a unanimous "yes."

Group feelings can best be summarized by the following comments:

> "It is a great opportunity for dropouts to finish high school if they really want to but couldn't take the routine of the public school system;"
>
> "It's worth it, it's a second chance for all of us dropouts'"
>
> "...because it helps you get a new chance in life;"
>
> "...because it's a once in a lifetime opportunity for people to try to make up for the mistake they made by quitting school and it gives them a better chance in a life career;"
>
> "It will take the kids off the street and get them a diploma and maybe a future;"
>
> "It will help most of the dropouts who want to get something for themselves in the future like myself, and I myself Thank you!!"

IMPLICATIONS

The unanimous reply by the students of "yes" to the question of continuing Career College, despite some glaring needs for change, reinforces similar feelings expressed by the staff. Indeed, Career College is on the way to becoming institutionalized as Campus support remains high.

The past year's experience has shown that, while counseling and personal contact may or may not be included in a high-school program, they are absolutely essential in ventures like Career College; while the personality of the teacher may not be deemed a crucial variable in other settings its significance cannot be understated for ventures such as this one (one staff member has even conjectured that the amount an early school leaver will learn is a function of his feelings toward his instructor). While relating the world of school to the world beyond school may be overlooked with other students, stressing their interrelationship should be an on-going process in Career College type programs.

No solutions to problems of the type of structure most beneficial have emerged but trends have been detected. The pilot study stressed adaptability with changes possible on a daily basis. With the January group, regular scheduling was accomplished but transfer and admission deadlines remained flexible. Now with a September group already enrolled a new structure is in evidence-one which reflects the information accrued over the year. But it too will only continue experimentally, once again subject to the reactions of participants and faculty.

It seems further that the teacher-student ratio is not a crucial consideration. Larger classes can be as meaningful as smaller ones when led by staff commited to the students. One instructor reflecting on Career College's changed staffing patterns from a part-time faculty of 20 to a full time faculty of four or five observed: "A small dedicated staff can do as much as 20 'fringe' staff members."

Thus, the organizational pattern most appropriate to the population of Career College is beginning to emerge as are relevant materials in the core areas. Most fundamentally, there are now students who have "made" it--students who have been motivated enough to pursue their studies beyond Career College. These individuals, by doing so, have proved what we accepted last August as a basic premise, namely, that there exists in our community a great wealth of latent talents which, under the proper circumstances, can be nurtured to achieve their potential.

What remains to be reworked and retested are the following:

i)) Cooperative Education for Dropouts:

The initial attempts were frustrating and resulted in great hesitation about proceeding with the concept before major revisions were made. Revisions are in process and should be facilitated through a reorganization plan recently enacted on the Campus. This plan, which created a Center for Community Development, has placed all job-related programs and all personnel associated with finding employment for students in direct contact with Career College.

ii)) The Teaching of Basic Skills to Black Males:

The need to develop incentives for the Black Male has been referred to earlier in this report. As a continuing concern there exists the need to constantly develop and refine goals with students so that Campus life may hold enough appeal to withstand the attractions of the Ghetto. There appears to be no general approach to accomplish this end. The heterogeneity of the group demands personal attention, personal commitment and personal goal definition.

APPENDICES

APPENDIX A

INITIAL STATEMENT OF PURPOSE

Career College: A Statement of Purpose

Career College is a Federally financed (Title I) experiment designed to intercede in the lives of 60 black male high school drop-outs for the purpose of adding meaning and relevance to their lives. Its approach is two-fold:

(a) The provision of a set of learning experiences for the participants geared to their interests and abilities and, in fact, developed through consideration of their environment and discussions with their peers; and,

(b) The provision of opportunities for the participants to engage in paid work experience which contain hopes for upward mobility.

It is envisioned that by exposing the participants to varied learning experiences which are of relevance to them, and by affording them the opportunity to gain needed income through jobs which are neither demoralizing nor of a dead-end nature, the motivation necessary for the extension of self will become inculcated within the participants.

APPENDIX B

RECRUITMENT LETTER

September 7, 1968

Dear Mr. ________________,

Miami-Dade Junior College understands that you are not in school at the moment. Perhaps you would like to attend Miami-Dade, and at the same time, get a better job. Miami-Dade Junior College is inviting you to a meeting at the Carver Branch of the YMCA, N.W. 58th St. and 15th Ave., Thursday, September 12th at 7:00 p.m. At the meeting we can tell you more about a job and a chance to go to the Junior College. If you have friends who are not in school, you can bring them along.

Refreshments will be served.

Sincerely yours,

Mildred Jones,
Coach Bennie Moore,
Ben Stickney

Miami-Dade Junior College

APPENDIX C

RADIO ANNOUNCEMENT

If you're one of the many guys who didn't finish high school, a new program about to get under way at the South Campus of Miami-Dade Junior College may be the thing you've been waiting for. It's going to be an experimental type program - that is, you, the guys involved in it will determine what will be done and how it will be done. If your "thing" is to get a high school diploma, you'll be helped to get one - if your "thing" is to direct a movie or film or write a script, you'll do that, too. And don't be surprised if you join the program and before long you're involved in a half a dozen things - all of your own choosing, and all done in a way you never thought you'd see.

The program is sponsored by the College and the Federal Government.

If you want more information, you can catch the guys and gals who'll be working with the program at the Carver Branch of the Y.M.C.A. on the corner of N.W. 58th Street and 15th Avenue; Thursday, September 12 at 7:00 p.m.

Refreshments will be served and questions will be answered. So make it to The Carver Y.M.C.A. on Thursday at 7:00 p.m.

APPENDIX D

ORIGINAL INTERVIEW FORM

NAME____

ADDRESS_____________________________________

PHONE NUMBER________________________________

LAST YEAR IN SCHOOL____________

LAST GRADE COMPLETED IN SCHOOL________

PRESENT EMPLOYMENT (If any)

ECONOMIC STATUS
(interviewer: this includes the number of children in the family; kind of work, etc.) Make a general statement about interviewee.

Aspirations

QUESTIONS FROM INTERVIEWEE

APPENDIX D (cont'd.)

MODIFIED INTERVIEW FORM USED AFTER EXPERIENCES WITH PILOT GROUP

Interviewer______________________________ Date________

Applicant________________________ Age________ Race________

Part time job needed? Yes___ No___

Cooperative Education candidate when eligible? Yes___ No___

Transportation required? Yes___ No___

Special Interests____________________________________

Goals (briefly)____________________________________

____

____

Reasons given for leaving school_________________________

____

____

High School Records requested? Yes___ No ___

Test Record

Score on Math Test____________ English____________

High School Average________________

Successes____________________ Failures________________

Recommendation on regular M-DJC courses__________________

____

Recommendations re: Career College courses:

High School Equivalency_______________________________

Social Science_______________________________________

PSD____

Cooperative Education_________________________________

Math____

Action Taken____

____

APPENDIX E

STAFF RATING SCALE OF STUDENTS

Name of Student ______________________ Date ________

Rater ______________________

Please circle the number which applies for each question.

1. General reaction to the environment:	Open	7	6	5	4	3	2	1	Closed
2. Learning of social skills:	Excellent	7	6	5	4	3	2	1	Poor
3. Behavior during class:	High level of interest	7	6	5	4	3	2	1	Low level of interest
4. Attitude toward curriculum:	Positive	7	6	5	4	3	2	1	Negative
5. Attitude toward staff:	Positive	7	6	5	4	3	2	1	Negative
6. Attitude toward other students:	Positive	7	6	5	4	3	2	1	Negative
7. Involvement with materials:	Intrinsically motivated	7	6	5	4	3	2	1	Needs external pressure
8. Verbal activity level:	High	7	6	5	4	3	2	1	Low
9. Intellectual development:	Complex and advanced	7	6	5	4	3	2	1	Simple
10. Overall learning:	Progressing	7	6	5	4	3	2	1	Static

APPENDIX F

TESTS USED FOR DIAGNOSTIC AND RESEARCH PURPOSES

MATH TEST

Addition

Part I. Whole Numbers

1. $\begin{array}{r} 5347 \\ 3095 \\ 7486 \\ +6102 \\ \hline \end{array}$

2. $\begin{array}{r} 985 \\ 906 \\ 870 \\ 959 \\ 876 \\ +784 \\ \hline \end{array}$

Part II. Fractions

	a	b	c	d
1.	$\begin{array}{r} 4\frac{3}{8} \\ +2\frac{1}{8} \\ \hline \end{array}$	$\begin{array}{r} 5\frac{5}{6} \\ +3\frac{5}{6} \\ \hline \end{array}$	$\begin{array}{r} 5\frac{3}{4} \\ +3\frac{3}{8} \\ \hline \end{array}$	$\begin{array}{r} 6\frac{2}{3} \\ +7\frac{3}{5} \\ \hline \end{array}$

Part III. Decimals

1. $\begin{array}{r} .3 \\ .6 \\ .8 \\ +.9 \\ \hline \end{array}$

2. $\begin{array}{r} 46.385 \\ 2.037 \\ 367\ 045 \\ +\quad 5.008 \\ \hline \end{array}$

Subtraction

Part I. Whole Numbers

	a	b	c	d
1.	$\begin{array}{r} 832 \\ -247 \\ \hline \end{array}$	$\begin{array}{r} 8964 \\ -4869 \\ \hline \end{array}$	$\begin{array}{r} 9000 \\ -2705 \\ \hline \end{array}$	$\begin{array}{r} 9040 \\ -5963 \\ \hline \end{array}$

Part II. Fractions

	a	b	c	d
1.	$\begin{array}{r} -7 \\ -4\frac{1}{2} \\ \hline \end{array}$	$\begin{array}{r} 6\frac{1}{4} \\ -4\frac{3}{4} \\ \hline \end{array}$	$\begin{array}{r} 9\frac{7}{8} \\ 2\frac{1}{2} \\ \hline \end{array}$	$\begin{array}{r} 12\frac{3}{4} \\ -\quad 8\frac{5}{6} \\ \hline \end{array}$

Part III. Decimals

	a	b	c	d
1.	$\begin{array}{r} 8.3 \\ -2.7 \\ \hline \end{array}$	$\begin{array}{r} 9.642 \\ -6.983 \\ \hline \end{array}$	$\begin{array}{r} .153 \\ -.074 \\ \hline \end{array}$	$\begin{array}{r} .387 \\ -.379 \\ \hline \end{array}$

MATH TEST

Multiplication

Part I. Whole Numbers

$$\begin{array}{r} 308 \\ \times \quad 9 \\ \hline \end{array}$$

2. $$\begin{array}{r} 895 \\ \times 708 \\ \hline \end{array}$$

Part II. Fractions

1. $2\frac{1}{2} \times 5 =$

2. $3\frac{3}{4} \times 3\frac{1}{3} =$

Part III. Decimals

1. $$\begin{array}{r} 3.879 \\ \times \quad 6 \\ \hline \end{array}$$

2. $$\begin{array}{r} 46.3 \\ \times \ .08 \\ \hline \end{array}$$

3. $100 \times .027 =$

Division

Part I. Whole Numbers

1. $8\overline{)7603}$

2. $16\overline{)7123}$

Part II. Fractions

1. $4\frac{1}{2} \div 6 =$

2. $8\frac{2}{3} \div 3\frac{5}{6} =$

Part III. Decimals

1. $7\overline{).259}$

2. $.03\overline{)6}$

3. $.081\overline{)3.7}$

APPENDIX F (Cont.)
INTERNAL - EXTERNAL CONTROL SCALE

For each of the following items, read through both sentences. Then decide which statement is more true, as far as your own experience is concerned. If you think statement "a" is more true for you, fill in space "a" on the anser sheet on the appropriate line. If you think statement "b" is more true, fill in space "b" on the answer sheet.

I more strongly believe that:

1. a. How far you get in life may well be much a matter of chance.

   b. There is a direct relationship between what kind of a person you are and how successful you will be.

2. a. The reaction of teachers to how I do in class sometimes seems hard for me to figure out.

   b. The impression I make on my teachers is a result of how hard I study.

3. a. Failure to become popular means that you haven't learned how to get along well with other people.

   b. Popularity depends largely upon what group you happen to get into.

4. a. Whether or not I have a good time on a date depends a good deal on who I'm lucky enough to be with.

   b. Having a good time on a date depends mainly on how I decide to act.

5. a. My success in influencing what others will do depends on how I work for it.

   b. Whether or not a person will do what I want depends on how he happens to feel at the moment.

6. a. Human nature being what it is, it's not easy to change.

   b. People can make pretty much what they want out of their lives, if they set their mind to it.

7. a. If more people would vote, there would be more possibility of influencing government.

   b. An individual's vote counts for little when government is as big as ours is.

8. a. If you're born with the odds against you, you're almost bound to get into difficulties.

   b. It's easy enough to stay out of trouble if you have enough self-control.

9. a. The respected member of a community is the one who has worked steadily to better his own position.

b. In any small town the people who are looked up to are the ones who got the right breaks or were born well-off.

10. a. There is a direct connection between how hard I study and the grades I get.

b. The grades I get in school seem to depend pretty much on the teachers' general opinion of me.

I more strongly believe that:

11. a. How much a person is respected is determined mainly on how much he contributes to the group.

b. Becoming well known and respected in our society is partly a matter of being around the right people at the right time.

12. a. Anyone can have good friends if he knows how to get along with people.

b. Making friends is often a matter of being lucky enough to meet the right people.

13. a. Often I seem to have little influence over what other people believe.

b. Through tàlking I can usually change other people's opinions.

14. a. When I make plans, I am almost certain that I can make them work.

b. I have usually found that what is going to happen will happen, regardless of my actions.

15. a. Most of us have little influence over what goes on in Washington.

b. The decisions of government are usually made with the will of the people in mind.

16. a. Most kids who get into trouble start out looking for it.

b. Most trouble starts because a kid happens to be in the wrong place at the wrong time.

17. a. Sometimes I feel that I don't have complete control over the direction my life is taking.

b. My future depends upon me alone.

18. a. The student who studies hard can do a first rate job on almost any test the teacher gives.

b. Sometimes exam questions are so unrelated to the course work that studying seems useless.

19. a. Not everyone can be popular: so there's no use worrying about it.

b. In the long run, popularity comes to those who work for it.

20. a. Whether or not a person will become my friend depends largely on him.

b. If I make an effort, I can get people I like to become my friends.

21. a. My own efforts determine how successful I am in getting other people to do what I want them to do.

b. I have learned to accept the fact that without the right breaks one cannot be an effective leader.

I more strongly believe that:

22. a. Nowadays, people just don't realize what an important role change plays in life.

b. Given what we know about the world today, there's very little that's not under man's control.

23. a. A major cause of wars is that most people do not take enough interest in political affairs.

b. I feel increasingly helpless in the face of what is happening in the world today.

24. a. Getting into trouble depends less on what you do than on who you are.

b. No matter who you are, if you do certain things you're bound to get in trouble.

25. a. Getting ahead depends almost entirely upon a person's ability.

b. Becoming successful is often a matter of getting the right breaks.

26. a. When I have trouble understanding something in school, it's often because the teacher doesn't explain it carefully.

b. Not paying attention in class is one of the main reasons for not following what the teacher is saying.

27. a. Some people are born leaders; others are born followers.

b. Leadership is achieved by working for it.

28. a. Failure to have people like you usually means that you don't know how to get along with others.

b. It's impossible to figure out how to please some people.

29. a. In general, other people think as they please in spite of my efforts to get them to listen to me.

    b. When I am right, I can usually convince others.

30. a. Eliminating social inequality is a tremendous undertaking, but it can and is being done.

    b. A certain amount of social inequality is a natural thing in any society.

31. a. In the long run we ourselves are responsible for bad government in our home town.

    b. Local government is usually run by a few people, and there's not much the average person can do about it.

32. a. Getting into trouble often occurs because people have it in for you.

    b. If you think through what you're doing, you can always manage to stay out of trouble.

I more strongly believe that:

33. a. Getting a good job depends partly on being in the right place at the right time.

    b. If you've got ability, you can always get a job.

34. a. How well you do in school generally depends on how hard you work.

    b. The grades you get in school depend pretty much on the brains you were born with.

35. a. It's hard to understand why certain people will like me and others will not.

    b. In my experience, getting along with people requires social skills which I must continually practice.

36. a. Able people who do not rise to positions of authority have failed to take advantage of their opportunities.

    b. How much power and influence you have in your community depends a good deal on the social position you were born into.

37. a. Even if the odds are against you, it's possible to come out on top by keeping at it.

    b. A person's future is largely a matter of what fate has in store for him.

38. a. Nowadays people are forgetting the importance of prayer.

    b. If a person wants to get something done, the place to turn is to himself.

39. a. If you get in trouble it's your own fault.

    b. Many people could be described as victims of circumstances beyond their control.

Read each question below and decide if you would answer it yes or no as it applies to you. If your answer is yes fill in the "a" space. If your answer is no fill in the "b" space.

40. When coming to a new place, are you painfully slow at making new friends?

41. Are you a talkative person who enjoys any opportunity for verbal expression?

42. Do you find it difficult to get up and address or recite before a large group?

43. Do you tend to keep in the background on social occasions?

44. Do you feel not yet well adjusted to life and that very little works out the way it should?

Fill in space "a" or "b" for the next question.

45. If you saw the following headline of equal size in your newspaper, which would you read?

    a. Threat to constitutional government in foreign country by dictator.

    b. Physicists make important discovery concerning the electron.

READING PORTION

Do animals and humans learn for the same reason? Yes, they do. They both learn a thing because it brings them some reward, something they want.

Do animals and humans seek the same kinds of rewards? No, they don't. Animals seek immediate rewards. A pigeon, for example, can learn to peck at a red spot rather than a green one. But it will do this only if it is rewarded with a piece of grain just after it pecks at the correct spot. A monkey will pull at a lever only if it thinks that it will get a piece of candy right away. Scientists who trained rocket-riding monkeys found that they had to give a pellet of food to a monkey just after it did the thing that they wanted it to do. An animal must have its reward right away.

But humans are different. They can wait for their rewards. A big-league ball player will pitch until his arm is weary in order to get a chance to play in a game weeks or months away. A secretarial student will practice typing until her arms ache, even though her first job is a long way off. Perhaps you have practiced hour after hour learning something at home or at school with nothing to show for it yet. But you have had a goal in mind. You could think about the thing you finally wanted to have or to achieve. This is something an animal is not able to do.

1. A pigeon can learn how to A. play baseball B. peck at a red spot C. typewrite D. think

2. In order to learn, a pigeon A. must have its reward right away B. can wait five minutes for its reward C. will try even though its reward is weeks or months away D. needs a piece of candy.

3. This story is about A. how animals learn B. how humans learn C. both A and B D. how to win a big-league ball game.

4. Animals and humans learn A. for different reasons B. for the same reason C. to keep a goal in mind D. because they are afraid.

5. Humans and animals will learn A. for the same kinds of rewards B. for pieces of grain C. the same things D. for different kinds of rewards.

6. Both animals and humans enjoy learning A. true B. false C. not mentioned in the selection D. both A and B.

7. The selection implies, but does not actually state, that
   A. animals can be taught to typewrite
   B. animals seek immediate rewards
   C. an animal's reward has to be something he can see, hear, feel, or taste.
   D. a human being will not learn if his reward is something he can feel, hear, or taste.

Time was when all talk of communication between earthbound men and creatures on other planets seemed like a product of far-out science fiction. Today radio astronomers discuss such interplanetary conversation as a distinct possibility. In the magazine Science, German astronomer Sebastian von Hoerner demonstrates with intricate mathematical logic that planets suitable for life may be fairly common among the stars. On some of those planets, says Von Hoerner, there may well be creatures intelligent enough to transmit radio messages across the enormous distance of interstellar space. But for all this skill, he says, such highly developed civilizations will rarely be able to communicate with each other. Intelligent societies span but a brief segment of galactic history; they take billions of years to evolve, and their flowering might well last only a few thousand years. So their brief moments of glory would seldom coincide.

According to Van Hoerner's calculations, there are perhaps only civilized communities within 1000 light-years of the earth. But Von Hoerner is convinced that if some highly cultured creatures are actually trying to communciate across interstellar space, the earth's astronomeres could, by concerted effort, detect and interpret the incoming messages.

APPENDIX F (Cont.)
READING PORTION

Other planets, reasons Von Hoerner, almost certainly have been through cycles of self-destruction and would have something to say about their experience. On such planets, science and technology were probably encouraged by a fight for supremacy and a desire for an easy life. In many cases, says the astronomer, scientific warfare surely brought destruction, or the soft life made possible by technology led to physical or mental degeneration. As a result, some extraterrestrial civilizations may have destroyed themselves completely, whereas others killed off only the higher types of life, permitting new and later civilizations to evolve from the humble creatures that managed to survive.

Von Hoerner believes that the earth's young civilization is now approaching its first great crisis because of its newfound powers of self-destruction. He feels that man's best hope of avoiding disaster is to listen hard for radioed advice. Far out in starry space, perhaps is an old, wise civilization that has survived many crises and is trying to warn the callow earth against the mistakes of its own youth.

1. Communication between planets is A. only science fiction B. impossible C. usually carried on by television D. discussed by radio astronomers.

2. Interplanetary communication is A. possible according to Von Hoerner B. possible according to radio astronomers C. both A and B D. impossible.

3. Von Hoerner's calculations show the possibility of receiving messages from A. perhaps 1000 planets B. as many as 10 planets C. all of the older planets within 1000 light-years of the earth D. only the younger planets.

5. Van Hoerner believes that A. the inhabitants of the earth are more intelligent than those of most planets B. a planet never perishes C. the inhabitants of some planets have destroyed themselves and their planets D. creatures on other planets are not very intelligent.

COLLEGE NEWSPAPER ARTICLE ON CAREER COLLEGE

New Career College Gives Dropouts a Second Chance

By EMMA PERRONE
Catalyst Staff Writer

Career College, a new department still in planning stages, is scheduled to begin full operation in January, 1969. Its purpose is to develop learning and working experiences for male Negro school dropouts.

Staffed by eighteen teachers from different subject areas at South Campus, the program will be taught in an entirely informal manner.

"The program is not designed for student training, but for educating and developing potential," said Arthur Rochlin.

Career College is offered without cost to the student and will try to obtain jobs for the students which have a future career possibility.

The "new career" positions are created by assigning functions which do not require professional skill of the non-professional.

The procedure not only creates a position for the non-professional and relieves the professional of a chore which consumes much of his time, but it also improves the service given to the client.

At the present time M-DJC members are trying to influence and convert businessmen to their cause. The students then would probably spend three months working and three months at the learning center, located at South Campus, with possible part-time work during school.

The staff plans to give students a total picture of education rather than the typical curriculum segregated by subject areas. Social science and art work, for example, will not be looked at separately, but as a part of an integral curriculum.

Included in the program will be sensitivity training meetings, during which students will air their true feelings in an open atmosphere. The purpose of this is to bring to the surface feelings which individuals may hold but are reluctant to express due to the constraints of society.

A test group of ten participants is now enrolled in Career College to assist the staff in developing a future program. Negroes from the Liberty City area who dropped out of Jackson and Northwestern senior highs were among those selected for the test group.

Staff members held their first meeting at Carver Youth Center. Invitations, followed up by personal contacts, were sent to students selected from a master list of dropouts. Approximately 45 of those contacted attended.

Due to limited funds only 60 students can be chosen. Students are chosen on the basis of greatest need for the program.

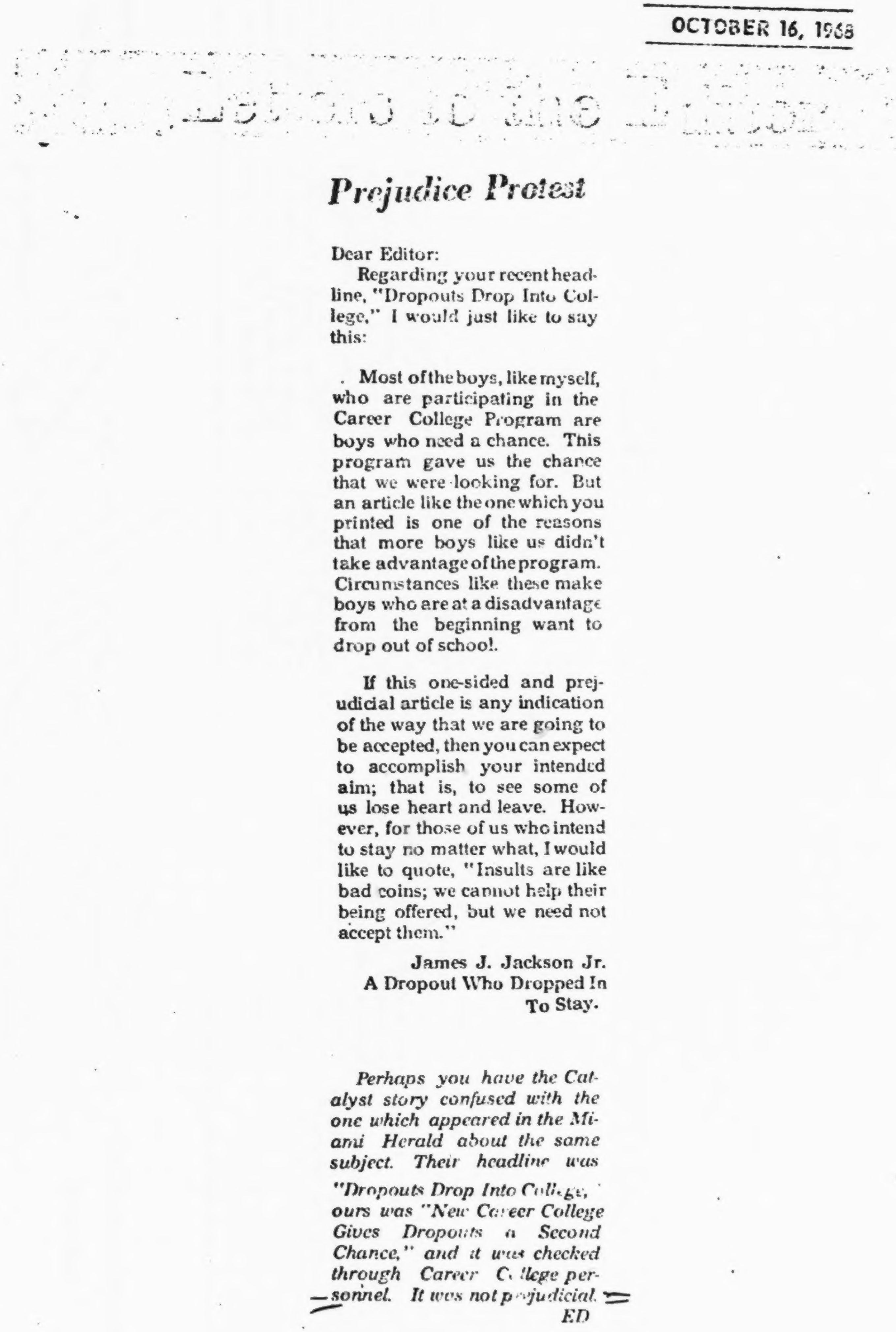
PROFILE MAGAZINE
THIS WEEK
. . . Page 3

Catalyst

JAGUAR NAME
CONTEST EXTENDED
. . . Page 8

VOLUME 3 NO. 7
MIAMI DADE JUNIOR COLLEGE-SOUTH
OCTOBER 9, 196

LETTER OF REBUTTAL SENT BY CAREER COLLEGE STUDENT TO THE COLLEGE NEWSPAPER



OCTOBER 16, 1968

Letters to the Editor

Prejudice Protest

Dear Editor:

Regarding your recent headline, "Dropouts Drop Into College," I would just like to say this:

Most of the boys, like myself, who are participating in the Career College Program are boys who need a chance. This program gave us the chance that we were looking for. But an article like the one which you printed is one of the reasons that more boys like us didn't take advantage of the program. Circumstances like these make boys who are at a disadvantage from the beginning want to drop out of school.

If this one-sided and prejudicial article is any indication of the way that we are going to be accepted, then you can expect to accomplish your intended aim; that is, to see some of us lose heart and leave. However, for those of us who intend to stay no matter what, I would like to quote, "Insults are like bad coins; we cannot help their being offered, but we need not accept them."

James J. Jackson Jr.
A Dropout Who Dropped In
To Stay.

Perhaps you have the Catalyst story confused with the one which appeared in the Miami Herald about the same subject. Their headline was "Dropouts Drop Into College," ours was "New Career College Gives Dropouts a Second Chance," and it was checked through Career College personnel. It was not prejudicial.
ED

APPENDIX H

MODIFIED STATEMENT OF PURPOSE

Career College is designed for the individual who left school before receiving a high school diploma or, who otherwise might not be prepared for admission into a college program. The program, which began as a Federally funded Title I experiment, emphasizes services geared toward particular needs. Available are:

(1) Intake counseling for the purpose of identifying individual desires, strengths, weaknesses, and for the designing of future activities by the individual involved. Such activities may or may not be contained within Career College.

(2) College-level credit courses in the social sciences, humanities and the natural sciences developed through working with persons who did not possesshigh school diplomas; taught by using the "team" approach in a relaxed, educational atmosphere.

(3) Developmental activities, individually paced which, if desired, can be geared toward the high school equivalency diploma; modern technological aids are available for individual usage.

(4) Group sessions on a regular basis during which time the individual suggests alterations in the program and, in general, has the opportunity to share with his peers and a trained staff member, his reactions to the Career College experience and the challenge of living.

(5) Cooperative work experiences so that an individual might begin to be gainfully employed in a career area related to his interest and/or the learning situation.

Career College is deliberately designed as an open-ended experience with no fixed completion dates. For some, Career College will immediately lead into a regular college program. Others will find the Career Collegés approach the stimulus they need to secure a high school diploma, to find a job, or to earn a degree through evening study.

All applicants will be considered and there are no fixed criteria for acceptance into the program.

APPENDIX I

CAREER COLLEGE

Social Science

I. Topic: MAN'S ORIGINS AND RACIAL ORIGINS
Objective: To teach the students various theories of human origin (with special attention to Leakey in Africa); to let them have some idea of why some people are black, others white, etc.

Procedure: Mostly lecture by three instructors covering the topics above; one Biologist, and two Social Scientists.

Evaluation: About 50% of the students were interested enoughto stay awake: the other half eventually went to sleep. It is felt that less lecture and more class discussion is needed.

II. Topic: BLACK HISTORY
Objective: To allow students to think of themselves less negatively by learning about, and hopefully identifying with, black constitutions in human history.

Procedure: Mostly lecture on black empires and black civilizations of Africa.

Evaluation: Again a fairly good response from about half the group; the others were sleeping. Needed: more discussion, less lecture.

III. Topic: BLACK HISTORY
Objective: The development of a more positive self-concept and greater knowledge of black contributions to American History.

Procedure: Again, mostly lecture with little discussion.

Evaluation: Some student involvement but many more could participate if lectures were shortened.

IV. Topic: MODERN AFRICA
Objective: To give students a more accurate picture of modern Africa.

Procedure: Slides shown of West Africa taken by one of the instructor

Evaluation: Although students were not sleeping, they asked few questions when given the opportunity to do so.

V. Topic: RICH AND POOR, GLOBALLY
Objective: To relate racial and economic divisions at home to their divisions abroad; to allow students to see the global significance of America's black revolution.

Procedure: Lecture - discussion. The "lecture" was more in the form of a number of oral questions, which the instructor would answer only if the students failed to come to grips with a particular concept. This technique was used for about the first twenty minutes. The students were then given a discussion question which occupied the remainder of the class time.

(V Cont.)

Evaluation: The students appeared to be involved in the study of the topic. Most of them seemed to be able to relate our domestic crisis to world economic divisions. Group participation was about 100%

VI. Topic: AMERICAN POVERTY

Objective: To inform the students who the American poor are and discuss some of the reasons why people stay poor.

Procedure: Mostly lecture. The students were told to sit up at a round table because it was too easy to fall asleep in the lounge chairs.

Evaluation: The students appeared to be listening, generally, and asked some good questions.

VII Topic: THE POOR AND THE CAMPAIGN, '68

Objective: To inform the students of some of the issues of the campaign with particular emphasis on the Democrat and Republican Parties' traditional positions on civil rights, socialism, etc.

Procedure: Lecture - discussion.

Evaluation: The students carried on a discussion most of the period, but they were more concerned with Wallace than with political theory. It was more a "bull session" than a learning session.

VIII Topic: POVERTY AND THE PERSONALITY

Objective: To show what poverty does to the personality of an individual.

Procedure: Lecture

Evaluation: Although this class period was almost all lecture, the students were attentive (in the lounge chairs) and appeared to be learning.

IX Topic: POVERTY AND THE PERSONALITY

Objective: To reinforce the concepts learned in last class by allowing one student to teach the class; to give the student-teacher the experience of instructing a group and leading a discussion.

Procedure: The student stood before the group and reviewed the lesson of the last class.

Evaluation: The student-teacher did an excellent job. To the instructor's surprise, he had a fairly good understanding of poverty's effect on the personality, even though he had gotten most of his information by lectures. The other students were very much involved in the lesson, responding with much greater enthusiasm to the student-teacher than to the regular instructors.

X. Topic: THE CULTURE OF POVERTY
Objective: To familiarize the students with some of the characteristics of the culture of the poor throughout the world who are in a similar sociological setting.

Procedure: Lecture - discussion

Evaluation: A brief lecture was given which dealt primarily with Oscar Lewis' Culture of Poverty. The class appeared to be interested in this topic and to comprehend the concept of the culture of poverty. A good class.

XI. Topic: THE CULTURE OF POVERTY
Objective: To reinforce some of the concepts introduced at the last meeting and to give a student an opportunity to teach.

Procedure: Lecture-discussion, delivered and led by a student.

Evaluation: The student teacher did a fine job. He appeared to have a good understanding of the material. The remaining students were generally very attentive to the lecture and participated in the discussions. There seemed to be considerable learning taking place.

XII. Topic: MAN's EVOLUTION AND RACIAL ORIGINS
Objective: To allow a student to teach the class on any topic he chooses.

Procedure: Lecture-discussion, delivered and led by a student. The student chose the above topic apparently because he was interested in it.

Evaluation: The student showed, in general, an excellent understanding of some rather difficult concepts. Class participation was about 100%. Another good learning situation.

XIII. Topic: DEFINITION OF SOCIOLOGICAL TERMS
Objective: An attempt to familiarize the students with certain terms commonly used in Sociology.

Procedure: Lecture - some discussion.

Evaluation: It did not appear that the students were interested in these definitions or that they came to grips with these definitions.

XIV. Topic: DEFINITIONS OF SOCIOLOGICAL TERMS

Objective: To reinforce material learned in the last meeting; to give another student an opportunity to teach the class.

Procedure: Lecture-discussion delivered and led by student. The class was recorded on video-tape and then the entire tape was shown to the students.

Evaluation: The student teacher did an excellent job; he appeared to have a fairly good understanding of the terms. Two other students participated freely in the discussion. Half the class did not come to school that day. Although the students who were present seemed generally to have comprehended the definitions of most of the terms, the students seemed to feel that some of the terms were irrelevant.The students enjoyed the videotape. Learning was taking place.

XV. Topic: PERSONALITY AND PREJUDICE

Objective: To examine some of the characteristics of the authoritarian personality; to explore the nature of prejudice-some of the reasons for prejudicial attitudes.

Procedure: Lecture and discussion.

Evaluation: The students were quick to understand the definition of prejudice and some of its causes like the frustration-agression theory. A debate broke out on whether prejudice was innate in humans. Generally, a good class.

XVI. Topic: PERSONALITY AND PREJUDICE

Objective: To reinforce some of the material introduced at the last meeting; to give another student a chance to instruct the class.

Procedure: Lecture-discussion, recorded and replayed on video-tape.

Evaluation: An excellent class. A good understanding of the material A terrific response to the student teacher. Needless to say, the students enjoyed the video replay.

APPENDIX J

PROJECT SUGGESTIONS FOR "PERSONAL AND SOCIAL DEVELOPMENT"

1. Why do certain groups of people have different skin colors, kinds of hair, etc?
2. Why hasn't Miami had a big riot like Watts or Detroit?
3. Are black people better athletes than white people? Why?
4. Why is Wallace running for President?
5. Why did Columbia students take over the school?
6. Was Booker T. Washington an Uncle Tom? Martin Luther King? Why?
7. Who are the Viet Cong? Why are they fighting?
8. Should marajuana be sold legally? Why?
9. Why hasn't America passed an effective gun control law?
10. Which blacks have the greatest power in the black communities?
11. What is racism?
12. What is the meaning of Black Power and is it helping this country?
13. Are white people more intelligent than black people?

APPENDIX K

CAREER COLLEGE NEWSLETTER
Vol. I, No. I

James Jackson
Chief Writer and Editor

Friday
October 18, 1968

In summarizing the past few weeks in "Career College," there are, as in anything that's new, a series of advantages and disadvantages.

First of all, is the financial problem. Almost every boy in the program has the problem of money. The way that I look at it though, is we can't blame the employees of "Career College" for this.

I believe I'm right in saying that they were not aware that this problem would arise, and if so it was not intentional.

Secondly is the fact that (speaking for myself) I have learned quite a few things which gave me a broader view on life.

For instance in the studying of "Black Power" this gave me a feeling and a sense of pride for my race which to me was like somewhat of a goal that I could never seem to achieve.

So, all in all, I just wish to say that it seems to me that the program will, and is, turning out to be a complete success.

NOTE: Please submit items of interest to the editor by Friday in order to make the weekly release.

APPENDIX L
MASTER SCHEDULE OF CLASSES
Winter Semester, 1969

TIME	MONDAY	Room	TUESDAY	Room	WEDNESDAY	Room	THURSDAY	Room	FRIDAY	Room
9:00 - 10:00	MATH Tom Bob Barry	2129 V.P.C. 2128	GEN. SCI. Roy AM. HIST.(GED) Ben	2129 2128	MATH Tom Bob Barry	2129 V.P.C 2128	GEN. SCI. Roy AM. GOVT.(GED) Alex	2129 2128	MATH Tom Bob Barry	2129 V.P.C. 2128
10:00 - 11:00	P.S.D. Tim, Norma Ben, Deryl Alex, Mildred	V.P.C. 2128 2129	READING I Minehart ENGLISH II Ronnie	L.R.C 2129	P.S.D. Tim, Norma Ben, Deryl Alex, Mildred	V.P.C 2128 2129	READING I Minehart ENGLISH II Ronnie COOP ED. Alex	L.R.C. 2129 2128	P.S.D. Tim, Norma Ben, Deryl Alex, Mildred	V.P.C. 2128 2129
11:00 - 12:00	READING II Lee ENGLISH I Ronnie COOP ED. Claire	L.R.C. 2129 2128	COMMUNICATIONS Curt, Ben, Alex	2128	READING II Lee ENGLISH I Ronnie COMMUNICATIONS Curt, Ben, Alex	L.R.C 2129 2128	COOP ED. Alex COOP ED. Claire	2128 2129	READING II Lee ENGLISH I Ronnie COMMUNICATIONS Curt, Ben, Alex	L.R.C. 2129 2128
12:00 - 1:00	DRAWING Jerry, Yvonne CERAMICS Curt	5201 5115	GEN. SCI. Mack AM. HIST.(GED) Deryl	2128 2129	DRAWING Jerry, Yvonne CERAMICS Curt	5201 5115	GEN. SCI. Mack AM. GOVT.(GED) Alex	2129 2128	DRAWING Jerry, Yvonne CERAMICS Curt	5201 5115
1:00 - 2:30			(1:00-2:30) SEC. STUDIES Mildred	3301			(1:30-2:30) SEC. STUDIES Mildred	3301		

V.P.C. - Vice President's Conference Room   L.R.C. - Learning Resource Center, Library

APPENDIX M:
Sample of Materials

REPRODUCTION

A living cell can split in two and produce two cells which can grow until each is as large as the original cell. This is called reproduction. All living things can reproduce. A tree can produce more trees. Man can produce more men. Elephants produce more elephants.

There are many different types of reproduction. The simplest is for one cell to split in two, or divide. This produces two cells, and both cells are alive and can grow. This process is called mitosis, and it is a fundamental part of every reproduction system. The simplest plants or animals, those that have only one cell, cannot reproduce in any other way. Complex living organisms, like trees or human beings, use more complex means of reproduction.

The most complex reproductive process is called sexual reproduction. This requires both a male and a female cell. In some cases both the male and female cell are produced by one organism. But in the higher animals there are two separate sexes which must unite for reproduction. Generally, the lower plants and animals - the simpler living things - reproduce thousands or even millions of seeds or new plants. The more complex animals, like man, reproduce usually only one or two offsprings at one time. We will learn more about the reproductive system as we study the different types of living things in our enviornment.

REACTION

If you stick a pin in a brick, nothing happens. If you stick a pin in your neighbor, he reacts. All living things react to their enviornment. That is, they make changes to meet a new situation when it arises. The reaction may be slow or quick. It may be very complex or quite simple. But all living things react in some way. A simple one-celled animal may move away if you probe it with a pin. Your neighbor may punch your nose for sticking a pin in him. In both cases, there is a definite reaction.

In a complex animal, reactions are controlled by a special set of cells called nerves. A one-celled animal has no nervous system. But most animals do have one. The more complex the animal, the more will be its nervous system. The human brain is part of the most complex nervous system in our world.

APPENDIX M (cont.)

The nervous system makes it possible for the animal to react more quickly and to wider range of things. The things a man can do if he is stuck with a pin are many and various. The things a fish can do are much, much more limited. The reactions of a one-celled animal are still more limited. But they all react. Reaction is a characteristic of living things.

SURVIVAL

All plants and animals must fight hard to get the things they need to live. In a thick forest the trees that manage to grow fast enough to capture sunlight can survive. The trees that are too slow die out or remain very small and puny. That is why trees are planted close together in forests. This makes them grow straight and tall. One tree in a large field can spread its branches to catch sun. It has no competition. When trees are close together, they fight for the sunlight that they must have if they are to live.

Plants and animals all have "natural enemies." In the sea there is a feeding chain-the small are eaten by the larger, and the larger are eaten by the still larger. The same pattern is found on land. Some animals live only on plants. They are called herbivorous animals. Other animals live only on flesh. They are called carnivorous animals. Finally, there are animals (like man) that eat both plants and animal flesh. They are called omivorous animals. Since man has great supplies of energy that they can use, they are among the greatest enemies of all other living things. They often destroy large parts of the plant and animal world accidentally, not realizing what they have done.

Personal and Social Development

Career College
Final Exam

NAME ______________________

Matching

____________1. Claude Brown

____________2. Edward Brooke

____________3. Carl Stokes

____________4. Richard Hatcher

____________5. Frederick Douglas

____________6. Richard Wright

____________7. Malcolm X

____________8. Stokely Carmichael

A. Mayor of Gary, Indiana

B. Born in slavery in Maryland in 1817, became speaker and abolitionist

C. Author of Black Boy, writer

D. Mayor of Cleveland, Ohio

E. Senator from Massachusetts

F. Manchild in the Promised Land

G. Advocate of Black Power

H. Spokesman and member of Black Muslim

Give a brief definition of the following:

1. Science
2. Material culture
3. Non-material culture
4. Culture
5. Folkways
6. Mores
7. Fashions
8. Ethnocentrism
9. Cooperation
10. Competition
11. Conflict
12. Recommendation
13. Status
14. Role
15. Marriage
16. Family
17. Deviation
18.. Norms

19. Write a few sentences on "Crisis in Black and White."

20. Write a few sentences on the book, "Black Like Me." Give the name of the author

PSD FINAL EXAMINATION

Norma Hammons
Tim McDonald

____1. Social Science

____2. Anthropology

____3. Geography

____4. History

____5. Sociology

____6. Psychology (Answer is not typed)

____7. Culture

____8. Ethnocentrism

____9. Cultural Relativity

____10. Subculture

____11. Society

____12. Language

____13. Custom

____14. Folkway

____15. More

____16. Institution

____17. Feral Child

____18. Social Movement

____19. Prejudice

____20. Discrimination

____21. Segregation

____22. Schizophrenia

____23. Deviant (Answer is not typed)

____24. Attitude

____25. Matriarchal

____26. Integration

____27. Mary McLeod Bethune

A. A distinctive culture shared by a group within a society.

B. The learned portion of human behavior.

C. Pre-judgement

D. Walks on all fours

E. The act resulting because of pre-judgement

F. The process of separating usually because of race.

G. Social norms that define right and wrong

H. Ways of doing things

I. Inherited cultural traits

J. A means of symbolizing

K. Broad, general science usually including those sciences that deal with people.

L. Current civil rights struggle

M. Split-personality

O. Study of the culture of other peoples

P. Study of land, bodies of water, people and climates in different regions

Q. A written record of past events

R. An establishment to aid the needs of people

S. Study of group behavior

T. Learned and shared patterns of behavior

U. Cultural superiority

W. Awareness of other cultures

X. People who live in an organized group and are dependent on one another

Y. Mr. Johnson's household

Z. First stated "Black is Beautiful" and established an all Negro college-

____28. Julian Bond

____29. Walter Washington

____30. Lew Alcindor

____31. Chuck Hall

____32. Spiro Agnew

____33. O. J. Simpson

____34. Leroy Hatcher

____35. Claude Brown

aa. Process of placing people together

bb. Georgia legislator

cc. Mayor of D.C.

dd. Multi-million dollar basketball player

ee. Mayor of Dade County

ff. Vice President of U.S.

gg. Author of Manchild in the Promised Land

hh. A strong belief

ii. Mayor of Gary, Indiana

jj. Black Football Star

ESSAY

A. IN YOUR OPINION, IS THE NON-VIOLENT OR VIOLENT METHOD OF PROTEST THE ANSWER TO RACIAL PROBLEMS IN THIS COUNTRY. EXPLAIN YOUR ANSWER

B. DO YOU THINK THAT BLACK PEOPLE IN AMERICA WANT INTEGRATION OR SEGREGATION? TELL WHY.

C. HOW WOULD YOU IMPROVE THE SCHOOL SYSTEM OF MIAMI IF YOU WERE IN CONTROL? GIVE DEFINITE EXAMPLES

English
Career College
R. Steinberg

Final Exam
ENGLISH EXAM
April, 1969

20
0 points 1. Choose ONE of the short stories read this semester ("Streets of Memphis", "The Wonderful Lousy Poem:, "A Mother in Mannville", "Clothe the Naked:, :A Start in Life", "Scarface", or "Through the Tunnel"), and explain the:

Plot -

Characters -

Setting -

Tone -

Theme -

10
0 points 2. What is a run-on sentence and what is a fragment?

10
0 points 3. Correct the following sentences:

(1.) The boy play basketball after school and sometimes he miss supper.

(2.) Mrs. Green teach school and often she use a ruler on the student's heads.

(3.) He complains that he have too much homework in school, so he drop out.

10
0 points 4. What error is contained in the following sentences? Correct them.

(1.) Ann wants to meet new boys, she tries to wear her best clothes to school.

(2.) Most students study for exams some don't study at all.

APPENDIX M (CONT.)

50

o points

5. Write one good description of a very frightening moment in your life, or a highly emotional experience. Write as much as you can and use DETAILS AND COMPLETE SENTENCES. Don't forget a title.

SOCIAL STUDIES VOCABULARY
Career College

homogeneous
heterogeneous
idealistic
caste
urban
authoritarian
revolution
civil war
economics
illiteracy
feudalism
capitalism
socialism
communism
per capita income
norms
taboo
mores
nationalize
centralization
militant
radical
conservative
liberal
reactionary
left
coup d'état

right
middle
exodus
underdeveloped
western
eastern
colonialism
imperialism
anthropology
philosophy
evolve
trade union
cultural deprivation
arbitrary
edict
dissent
periodicals
nationalism
integration
segregation
totalitarian
propaganda
controversial
theory
neutral nations
anarchy

racism
generation gap

SOCIAL STUDIES VOCABULARY II

Career College

relevant
irrelevant
legislate
negotiate
nationalistic
fascist
dictatorial
autocratic
bureauracy
parliament
minister
House of Commons
House of Lords
Secretary of_____
benevolent
sadistic
ordained
tyrant
pre-historic
proletariat
peasant
serf
gross national product
dramatic
compromise
optimistic
pessimistic
candor
archaic
rhetoric
unilateral
confrontation
era
tactics
terrorists
provincial
intellectual
junta
humanitarian
skeptical
cynic
critic
coalition
endorsement
mandate
counterpart
civilian
plebiscite
referendum
rebels
individualist
pompous
multi-_________
apartheid
native
division
conspiracy
speculate
putsch
jargon
hostility
casualties
guerillas
activist
publicity

January 29, 1969

MEMORANDUM

TO: Career College Staff

FROM: Barry Greenberg

SUBJECT: Increasing the One-to-One Relationships Among Students and Staff (or, "Where Have All the Students Gone?")

I. We all seem to be going through a period of wondering where the students who are on our original roster have wandered off to. It is different indeed to get to know each student in the program and almost impossible for any one person to discover the reasons for all of his students' absences.

Clearly we need some mechanism which will enable us to answer such questions as:

(a) Why are some students such irregular attenders?
(b) What can be done to improve attendance? (i.e., Will more personal contact accomplish this?)

You will recall that a suggestion to accomplish this purpose was offered at our last staff meeting when the idea of splitting the students into several groups was proposed. The idea then being to assign one staff member to each group and have him make daily checks on their attendance. Under this procedure the regular schedule would be unchanged and each of us would know who to contact for information about a student. The individuals assigned the "overseeing" responsibility would have to know where their students were, how they were doing, significantpersonal problems, etc. I feel that Ben, Curt, Alex and Harry are logical choices for this assignment and at the January 30 staff meeting I will ask them to choose the students they would like to be held accountable for.

I have attached a list of students who appear to be close to regular attenders (based on the attendance data you submitted). Perhaps one of the first duties of the "overseers" will be to check out the schedule of each student to determine if he's attending the right classes, and then report back to the instructors involved. Your suggestions to improve this procedure will be appreciated.

APPENDIX O

PROJECT VALUE EDUCATIONAL COMPONENT

TIME				
9:00-10:00	Personal and Social Development Mr. Stickney Mr. Hunt	5217	Personal and Social Development Mr. Stickney Mr. Hunt	5217
10:00-11:00	Reading Miss Wicker (or) English	L.R.C. 2129	Mathematics Mr. Watts Dr. Greenberg	5217
11:00-12:00	Mrs.Steinberg		Co-op Education Mr. Jim Gray	(to be announced)
12:00-1:00 p.m.	Mathematics Mr. Watts	2129	Communications Mr. Curtis Tucker Dr. Patrick Distasio (over lunch)	2129
1:00-2:00 p.m.				

Afternoons

Females -- Secretarial Studies with Mrs. Jones, Room 3301

Males -- Ceramics (first two weeks) in Rm. 5115 to be followed by any of the following:

- film making
- drama production
- tutoring
- drawing
- intensive G.E.D. preparation
- photography
- athletics
- field trips
- guest speakers
- joint communications sessions with supervisors and/or staff

APPENDIX P

COOPERATIVE EDUCATION SEMINAR

SESSION ONE
On Being An Employee

I. Introduction

The reason that you are hired to do a job is because somebody needs you to do the work. If they could do the work themselves, they would not need to hire you. If they have to do your work for you, then they will not need you.

No organization hires anyone because it is a nice thing to do. Your job contributes to the purpose of the organization. If you are a clerk typist, you are typing letters for your employer that tell someone else to do something that should be done. There are many other things that you type that affect the organization. Your job is important because you are putting down on paper for someone else to read, important facts about what is going on in your work area.

Stock clerks are important to the organization. If you do not get the right stock, or know about the stock, you will cause trouble for someone else. If things are not stored in the right place, then nobody can find them. If they cannot be found, this is just like not having them at all. You do your thing with the organization by knowing about your job.

The important thing for you to remember is that you have a job because somebody needs you.

II. How do I keep the boss happy?

First of all, lets call the boss by his right title. He may be called a foreman, supervisor, superintendent or in your own case, sergeant, lieutenant, captain, major, colonel, etc. Be sure you know the title of this person. All of these types of individuals are called supervisors, and this is the term that we will use for general purpose when talking to these persons, use the title that everyone else does. The safest way to start out is with Mr. or Mrs. in the case of a civilian; and with their rank if they are military.

APPENDIX P (cont.)

Most people who lose their jobs, do not lose them because they cannot do the specific job. They lose their jobs for other reasons and we are going to talk about these reasons now.

A. Absence from work

Your supervisor needs you or he would not have hired you. He has work which he expects you to do. If you are not on the job, then you can't do it. If you are absent he has to find someone else to do your work.

When we skipped school, the only person who was affected by this was yourself. On that particular day you didn't learn about something that you would have learned. It didn't hurt the other students in the class because you weren't doing anything for them. They didn't care whether you came or not, because they were learning and you weren't. Your teacher really didn't care, because he or she was going to get a paycheck regardless of whether you came or not. The only person affected by your skipping school was you.

When you go to work, these things change. Instead of a grade you get a paycheck. This paycheck reflects the amount of work you did for that week. If you skip work, you get a smaller paycheck just like you got a smaller grade in school.

The people that you work with now care that you come to work. If you are not there, it means that some of them will have to do your job. This means that they will have to work harder, just because you didn't make it today. They won't like this at all.

You may be the only one who is assigned to a particular job or knows how to do it. If you are absent, the work doesn't get done that day. This could cause a lot of trouble. Your supervisor may get in trouble with his superior if something didn't get done. You are affecting him and he is in trouble. This causes him to think about whether he did the right thing by hiring you.

It is true that if you miss work, you lose pay. You are unhappy about the loss of pay. Your employer is more unhappy than you are. The chances are that if you lost $16.00 in pay, your employer has lost a minimum of $50.00 and probably more if you have an important job.

Employers consider attendance very important for these reasons. Your being on the job is most important to him. Whether or not you keep a job depends on attendance. Whether or not you get a better job depends on your attendance record.

Always remember that if someone else has to do your work, then you are not needed.

Everyone gets sick once in a while and can't get to work. People understand this. Don't let it become a habit. If you have to miss work, call your supervisor before starting time and let him know you won't be able to work. Try to let him know what day you will be back to work if you think you are going to be absent for more than one day. He has to figure out how your job is going to be done with the help that he has. Your telling him about your problem will help him understand and make it possible for him to plan the work. He will appreciate it and let him know that you care about your job.

B.The importance of being at work on time.

Most jobs require a certain starting time and quiting time. The reason for this is that your supervisor has many people working for him. He is responsible for getting this work done. If you are late, you are fouling up his plans for the day. The same reasons that have been given for not being absent are true about being late.

This is important to your keeping your job and it is important to you if you want a better job.

In summing up the problems of absence and tardiness, I am sure that you would not have very good thoughts toward your employer if he didn't give you your paycheck on payday because the person who made out the checks didn't come to work because he didn't feel like it today.

C.About doing a good job.

Employers do not expect new employees to know much about the job. When you are on the job, what you are doing is up to your employer. In school, we received a grade on our work. We could make mistakes, receive a lower grade, and still pass. After your supervisor has trained you for a while, he expects you to do perfect work. He expects you to learn all of the things you have to know to perform this work. He expects you to ask questions about the work if you don't understand. Don't be afraid to ask your supervisor to explain something to you if you don't understand.

A supervisor likes to have the people working for him know their job. This means that he does not have to spend as much time with them. If he spends less time with you, he won't bug you as much.

Some things you have to learn for yourself. This is only done through practicing. In painting and welding, for example, your supervisor or the person training can do a beautiful job of painting and welding. You watch him carefully and you do all the things he does, and when you get through it looks terrible. The difference is that he has been doing this for a long time. It took a great deal of practice for him to do such a good job. You are going to have to practice in order to be as good. The same is true of typing. You can type without looking alright but you are slow. By doing your work carefully everyday, you find out that in a little time you are just as good as the regular typist. The important thing is not to be discouraged. There is no such thing as instant success. In order to be good at anything, you are going to have to practice. You will learn by doing.

Some of you work in the warehouse. Warehouse work has a lot of idle time. This time should be spent learning about the items in the warehouse. Who uses them? What are they used for? Are some items used more than others? How do things get reordered when they are running low? What kind of records are kept on things stored in the warehouse? Are things stored in a logical way? These are things that you should learn about. This makes it possible for you to do other jobs.

When you take an interest in doing a good job, sooner or later your supervisor takes an interest in you. He depends on you for more and more things. When time for advancement comes, he thinks of you.

D. The need for being reliable.

Absence and tardiness show your reliability. There are other things to be considered. A supervisor likes a person who does what he says he will. If you promise to have a job done at a certain time, be sure that it is done. If something happens that you can't get it done by then, let him know ahead of time and tell him the real reason you couldn't get it done. Don't ever promise to do something that you know you can't do, even if someone is screaming about it. They are going to scream anyway and its always better to get it over with now.

By doing your job the way you said you would, your supervisor will begin to rely on you as a person who knows his job and can be depended upon to complete it.

E. Avoid wasting time.
It is difficult not to waste time, loaf, etc. when you have nothing to do. This is going to happen anyplace you work. Don't sit around and do nothing. First of all report to your supervisor that you are out of work and need another job. Then it becomes his problem. Don't stop there, however. He may not be able to give you something to do right away. There are always a lot of little things that need to be done in your work area. Your desk may need cleaning, the warehouse needs to be swept, the paint shop always needs cleaning, and the welding shop is always a mess. Get busy and put things in order. Never get into idle conversation with another worker on your employers time. Then you are really wasting time.

F. On getting along with your supervisor.
We all find that there are times that our supervisor is a fink. There are some things about your supervisor that you should know.

He has a lot of people working for him. Keeping them busy is a big problem and he worries about it.

He has to coordinate your work with that of other people in your area. He has to coordinate the work of your area with several other supervisors in other areas. This is a very serious problem to him and this occupies his mind much of the time.

When you come to him with your problem, his mind is probably on some other problem. It takes a little while for him to shift gears to get on to your problem.

You are going to have to learn how to get along with your supervisor. He is the one who must approve of what you do. If he doesn't approve, you are a dead duck. If you follow all the things included in this section, you will stand a good chance of success.

III. How do I get a promotion.
No one likes to stay in a beginning job. Most of us think we are too smart to stay there. So we do all the wrong things

to get advanced like loafing, being sullen, uncooperative, etc.

The first thing you do is to do well in the things mentioned in II.

If you want to get ahead don't keep people in the dark about your job. Let others know what it is that you do.

Take the time to learn something about the job that you want to do. It if takes some special training, find out what it is, and then go ahead and get it. When it comes time to move in you will be ready.

Be patient. Getting ahead is a slow process. It takes time to learn about your job. Before you can ever be promoted, someone has to be trained to do your job. In order for you to be promoted there has to be some place for you to be promoted to. People are not promoted because they are nice guys. There has to be a place to be promoted to.

APPENDIX P (cont.)

Assignment for next time.

1. Describe briefly the job next in line that you coul be promoted to in your area. Include the job name. Describe what the person filling this position does.

2. What qualifications do you have to have to get this job? This includes experience, training, and education.

3. If you find that you do not have the qualifications, develop a personal plan saying how you would go about getting qualified to do this job.

APPENDIX R

FOLLOW-UP QUESTIONNAIRE

1. Last High School you attended________________________

Age____ Year you left High School 19__

2. How did you hear about Career College?________________

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____

3. Are you still attending classes regularly at Career College?

Yes___ No___

4. If you are not still attending classes regularly at Career College, how long did you attend classes regularly?

____1. A couple of days
____2. About a week or two
____3. About a month or two
____4. Longer than two months

5. If you are no longer attending classes, please check any of the possible reasons:

____1. My own laziness
____2. Poor teaching
____3. Dislike of teachers
____4. Transportation problem
____5. Dislike of other students
____6. Not enough discipline in classroom
____7. Did not see the program as valuable
____8. The school hours were too long
____9. Personal
____10.Other (Please explain):________________________

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____

6. What courses did you get the most out of at Career College? Please number the courses "1" through "6" in the order of the ones you got the most out of. (For example, if you liked English the best and Math the next best, you'd put a "1" by English, a "2" by Math, and so on.)

____Art

____Science

____Math

____English

____P.S.D.

____Communications

____Co-op Ed.

7. What classes do you think were a waste of time and why? Please put a check by the class and one or more checks by the reason or reasons.

___ Art	___Poor teaching ___No interest in subject ___Absence of instructor
___ Science	___Poor teaching ___Poor text books and reading material ___Absence of instructor ___No interest in subject
___ Math	___Poor teaching ___Poor text books and reading materials ___Absence of instructor ___No interest in subject
___ P.S.D.	___Poor teaching ___Poor text books and reading materials ___Absence of instructor ___No interest in subject
___Communications	___Poor teaching ___Poor text books and reading materials ___Absence of instructor ___No interest in subject
___Co-op Ed.	___Poor teaching ___Poor text books and reading materials ___Absence of instructor ___No interest in subject

___English

___ Poor teaching
___ Poor text books and reading materials
___ Absence of instructor
___ No interest in subject

8. Why do you think many students attend Career College classes for a short time and then leave?

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9. How could Career College be improved?

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10. What do you see as the main differences between Career College and high school?

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11. What courses would you like to take that are not now offered at Career College?

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12. Everything considered, do you think you gained anything by attending Career College? Yes__ No __ If you answered yes, please explain what you gained.

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13. Do you think Career College should be continued? Yes_____ No____ Why?

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Please mail your completed form in the stamped envelop-as soon as possible.

Remember, if you have any problems or questions feel free to call us at 274-1186.